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ABSTRACT

This document contains two curriculum guides, the first dealing with accountability skills and the second with social skills. The guides are products of project GOAL (Guidance Opportunities for Affective Learning), a program intended to meet the social/emotional needs of handicapped mainstreamed students in grades K-6 by improving classroom behavior, academic achievement, self concept, and career decisionmaking skills. In both guides, the curriculum includes parallel primary and intermediate lessons, while the lessons provide information on goals, materials, procedures, and summaries. The first guide, on accountability skills, focuses on ways in which students learn to take responsibility for their own behavior. It encourages students to examine their emotions and be aware of their feelings and of how their actions affect others. Lessons address such topics as agreements for the group, visualization for problem solving, reasons and excuses, and time management. The social skills curriculum is designed to develop awareness of three types of behavior: passive, aggressive, and assertive. Puppets are a vital part of the lessons, which cover such topics as developing assertive behavior, expressing positive and negative feelings, giving and receiving compliments, developing listening skills, and responding to criticism. (CL)

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GOAL: Guidance Opportunities for Affective Learning (K-6)

1981

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Accountability Skills

STAFF

PROJECT DIRECTOR
William Benn

PROJECT ADMINISTRATOR
Nancy Richards

PROJECT PSYCHOLOGIST
Debra Krumpholz

CONSULTANTS

Beverly Huff (Previous Project Administrator)
Carolyn Alexander
Martin Baren,M.D.
Debbie Hall
Marie Otto
Linda Reed
Sandra Thomson
Becky Thorn
Ray Thorn
Dan Watson
David Wright

STATE CONSULTANT

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A. Stanley Corey

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Bruce Givner,Ph.D.

If you have any questions regarding our program, please write or call:

IRVINE UNIFIED SCHOOL DISTRICT
COUNSELING AND GUIDANCE FOR THE HANDICAPPED PROJECT
Woodbridge Instant School
31-B West Yale Loop
Irvine, California 92714
(714) 552-4882

DATE OF PUBLICATION: 1981

GUIDANCE OPPORTUNITIES for EFFECTIVE LEARNING

Preface

During the past few years, two major pieces of legislation have been enacted that have had a major impact upon school districts in the state of California. The passage of P.L. 94-142, Education for all Handicapped Children, mandated that handicapped students be placed in the least restrictive alternative. The state of California reacted to the federal legislation by the passage of Assembly Bill 1250 which is the State's Master Plan for Special Education. This piece of legislation implements the federal guidelines maintaining that students with handicaps be placed in the least restrictive alternative. At the local level, the Irvine Unified School District has been implementing the concept of mainstreaming handicapped children into their regular school program since 1973.

Each year the Irvine Unified School District completes a needs assessment regarding the effectiveness of mainstreaming handicapped students into the regular school program. The needs assessment indicated that the staff felt further counseling and guidance services for the handicapped, and staff development activities for support staff and regular classroom teachers, were of the highest priority in meeting the needs of the handicapped students in the regular school program. In response to this need, the district applied for a comprehensive Counseling and Guidance Program for the Handicapped utilizing the resources of the Elementary and Secondary Education Act, Title IV-C.

To meet the critical needs of the staff, an inservice program for support staff and regular classroom teachers was implemented emphasizing management of the classroom environment for the handicapped student, social/emotional adjustment, and academic achievement. The goals of the Counseling and Guidance Project attempted to increase the self-control, responsibility, social skills, and career skills of handicapped students in a mainstreamed environment.

To meet these needs, the following products were developed:

Counseling and Guidance Handbook	Comprehensive affective education curriculum for K-6 handicapped students' integration into a mainstreamed environment.
Self-Control Through Relaxation	Curriculum for focusing attention and relieving inappropriate tension. 21 lessons provided. Activities include postures, diaphragmatic breathing and visual imagery. Each lesson includes techniques to insure generalization and transfer to classroom academic situations.
Self-Control Through Critical Thinking	Curriculum for teaching problem-solving strategy and impulse control. 17 lessons provided for K-6 level. Techniques include the "Stop, Relax, Think Aloud" strategy; a successive approximation approach to skill development and a problem-solving strategy to be used by students. Each lesson includes techniques for generalization and transfer to classroom academic situation.
Self-Control Through the Use of Biofeedback	A manual describing theory and techniques of biofeedback procedures to enhance the relaxation and critical thinking components. These procedures offer direct physiological evidence of the effectiveness of the Relaxation and Cognitive Behavior Modification strands. Biofeedback provides immediate objectives feedback to a student which s/he can use in conjunction with his/her subjective experiences. This additional feedback facilitates skill acquisition.

Social Skills	Curriculum for developing responsible, assertive behavior, aimed primarily at aggressive and passive students. 18 lessons provided at the primary (K-3) level and 18 lessons at the intermediate (4-6) level. Activities include: receiving and expressing compliments and criticism; discriminating passive, aggressive and assertive behavior, along with extensive use of puppetry and role-playing. Each lesson provides techniques for the successful transfer of new skills to the other situations.
Accountability Skills	Curriculum encouraging students to take responsibility for their behavior. Aimed primarily at students who do not see themselves in control of their own lives. 15 lessons provided at K-3 level and 15 lessons provided at the 4-6 level. Didactic and experiential activities. Each lesson provides techniques for the successful transfer to classroom situations.
Career Challenge-Control of One's Future	Curriculum for enhancing daily living skills. Areas of emphasis include: - a cluster approach to career information - self-awareness - decision-making - consumer competencies 21 lessons provided at the primary (K-3) level and 21 lessons at the intermediate (4-6) level. Primarily aimed at providing students with necessary coping skills in an adult world.
Counseling and Guidance Staff Development Manual	Staff Development procedures outline. Manual can be used by staff who have previously received training themselves to train others. Easy to follow instructions for delivering both didactic and experiential training to insure successful implementation of the curriculum.
Counseling and Guidance Staff Inservice Training Slide-Tapes	Six (6) slide-tapes (approximate length is 20 minutes), explaining the key concepts in the six strands and providing lesson demonstrations. To be used in conjunction with the Staff Development Procedures Manual.

Teacher Tips	Suggestions for the teacher to insure the transfer of new skills to the regular classroom.
Counseling and Guidance Abbreviated Curriculum	Curriculum to be used in the regular classroom to maximize the transfer of new skills.
Counseling and Guidance Parent Tips	Suggestions for parents to insure the transfer of new skills to the home environment.
Individualized Educational Program Objectives in Affective Domain	Individualized Educational Program goals and objectives in the social/emotional and vocational/pre-vocational areas, incorporating curriculum and techniques into Individualized Educational Program development.
Career Challenge Test	Multimedia career awareness/self-awareness test for students with processing problems. Keyed to concepts taught in the Career Challenge Curriculum.

ACCOUNTABILITY SKILLS

Introduction

The purpose of the accountability* skills curriculum is two-fold. It is a series of lessons designed to (1) help students develop their innate ability to be responsible, to communicate and participate in a group using appropriate behavior, and, (2) to deal with the WAY people view things in their life rather than the THINGS they view. It's primary aim is toward students who do not see themselves in control, yet, the curriculum can also be used to support and reinforce all students becoming responsible for their behavior. It encourages students to examine their emotions and be aware of their feelings as well as cognizant of how their actions affect others.

Each lesson contains a goal (Game Plan) for that specific lesson. All materials (Equipment) needed for that particular lesson are also included. In order to obtain continuity, all lessons, except Lesson 1, contain a review of the previous lesson (Instant Replay). Following each review is the lesson or activity (Play Ball) and the procedure for following it. In conclusion, there is a summary (Wrap-Up) of the lesson and a transfer to home or school.

The primary and intermediate sections will be intermingled in this curriculum. Yellow paper will indicate the primary section and blue paper will indicate the intermediate section. However, depending upon the children you are working with, section procedures (Play Ball) may be interchanged.

*For the purpose of this curriculum the word responsibility or accountability is defined as the ability to: respond, choose and express.

Table of Contents

LESSONS		PAGE
P-1	Establishing Agreements for the Group	1
P-2	Agreements in the Classroom - Introduction of Puppets	17
P-3	Broken Agreements in the Group	23
P-4	Agreements at Home	28
P-5	Learning Deep Breathing and Acceptance	32
P-6	Breaking Agreements Brings Consequences	37
P-7	Techniques for Remembering Agreements	40
P-8	Additional Skills for Remembering Agreements	45
P-9	Vocabulary Review	47
P-10	"Special Room" Visualization	51
P-11	Patterns and Habits	55
P-12	Acts and How They Interfere with Agreements	58
P-13	Acts and Alternatives	65
P-14	Emotions and How They Interfere with Agreements	69
P-15	Accountability Game/Review/Certificate	75
I-1	Establishing Agreements for the Group	84
I-2	Classroom Agreements	88
I-3	Introduction to Diaphragmatic Breathing Acceptance	93
I-4	Behavior Patterns	96
I-5	Visualization for Problem Solving	99
I-6	Antecedent-Behavior-Consequences	102
I-7	Acts	107

I-8 Reasons - Excuses - Agreements 111

I-9 Trying and It's Effect on Agreements 117

I-10 Agreements with Self 121

I-11 Checking and Keeping "Self" Agreements 124

I-12 Clarification of Agreements 126

I-13 Memory Skills 130

I-14 Time Management 135

I-15 Review - Certificate 141

ACCOUNTABILITY SKILLS CURRICULUM

PRIMARY

LESSON 1

Game Plan

To establish agreements (rules) for the group-

To create the structure of the group-

To let students know what the limits are during group meetings-

Equipment

Picture Charts of Agreements (rules)

Dittos of Agreement Charts

Folder (one for each group member) with Accountability Skills Record Sheet

Parent Letter

Instant Replay

None

Play Ball

Introduce and discuss the following agreements. (These are suggested agreements and can be modified to fit the needs of the group.) Talk about what to do to let others know you're keeping your agreements. Role play what someone does when they're keeping and not keeping agreements. Use sub-topics for ideas on role playing:

1. Be on time.
   Sitting appropriately in chair right when group starts.

2. Follow directions.
   Doing what leader says; listening to directions.

3. Participate.
   Sharing; listening to others; being part of group.

4. Pay attention.
   Eyes on person talking; body facing person; not interrupting.

5. No gum chewing or food.
   Finishing food before coming to group.

6. Keep your hands and feet to yourself.
   Not swinging feet to distract or tease others; no pushing or hitting others; no swinging arms wildly.

7. No teasing.
   No saying something mean about someone; no laughing at or talking about someone or at what someone says.

8. Bring only yourself.
   Don't bring toys; don't bring friends; don't bring things for sharing.

9. Raise your hand to speak.
   Raise your hand straight up quietly; not wildly with moans and groans.

10. Keep your agreements.

Ask group what would happen if each of the above rules are not kept. Ask students to raise their hand if there is a rule (agreement) they feel they can't follow. Review the purpose of that rule and tell student you expect them to keep that rule. Example--they are part of the group and capable of keeping agreements. Ask students to raise their hand to indicate willingness to keep agreements.

Wrap Up

Student Folder: Give each group member a folder (with his/her name on it) containing one ditto for each agreement (dittos may be colored as an assignment) and the accountability skills record sheet inside the front cover. Sheet states objectives of lessons and a form for whether agreement were kept or broken. It is to be used as a record for the student and checked at the end of each lesson.

The folder is to be brought to each group meeting. (Optional: this could serve as an additional agreement and used to keep dittos from Student Activity Booklet.)

Send parent letter home with student.

Raise Your Hand To Speak

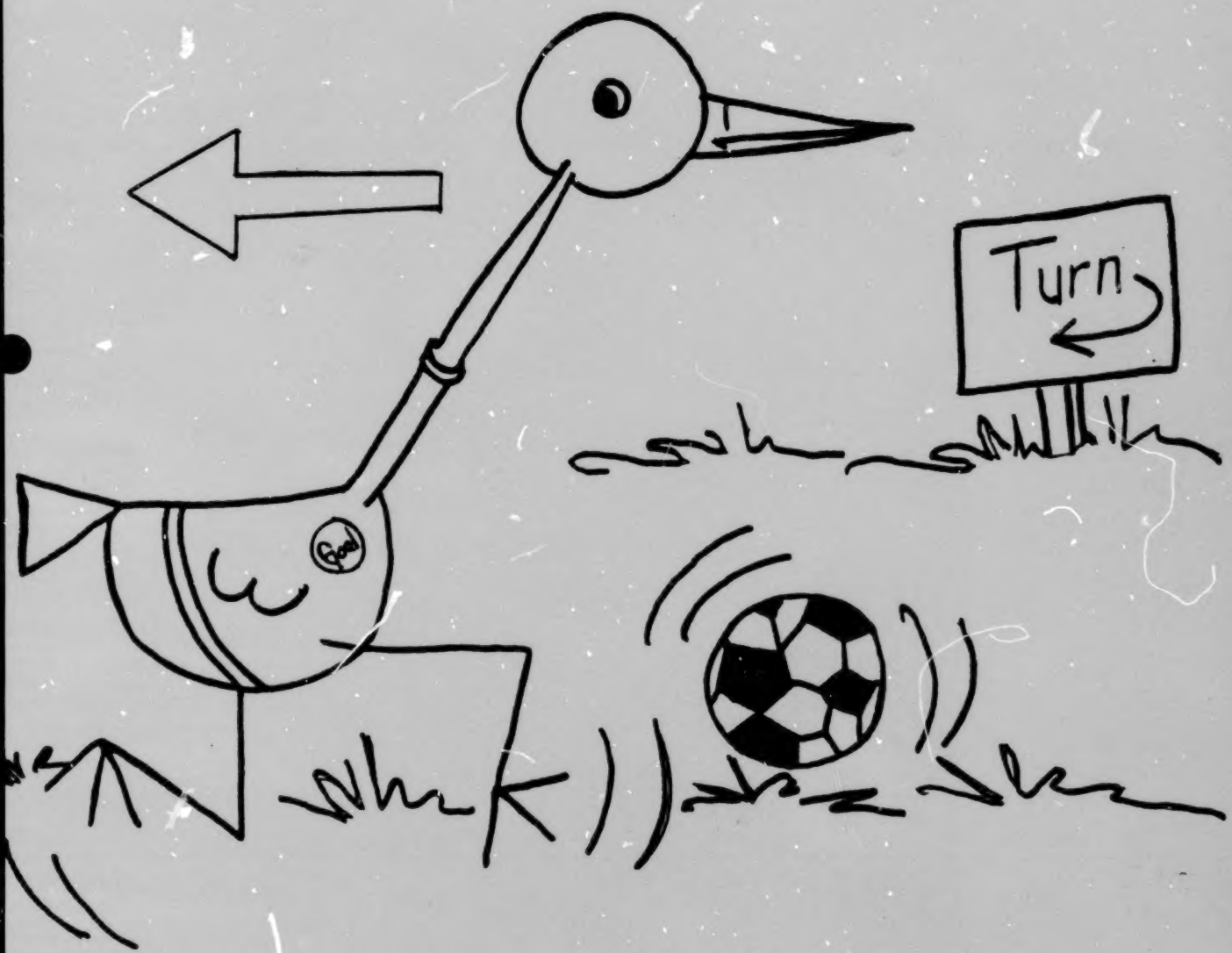
Be On Time

Bring Only Yourself

No Food or Gum

Pay Attention

Follow Directions



No Teasing

Keep Your Hands To Yourself

Participate

Keep Your Agreements

ACCOUNTABILITY
SKILLS
RECORD
SHEET

Lesson 1
Agreements for my group

_____ I kept all agreements

_____ I kept some agreements

_____ I did not keep agreements

Lesson 2
My Classroom Agreements

_____ I kept all agreements

_____ I kept some agreements

_____ I did not keep agreements

Lesson 3
Consequences of my Broken Agreements

_____ I kept all agreements

_____ I kept some agreements

_____ I did not keep agreements

Lesson 4
My Agreements at Home

_____ I kept all agreements

_____ I kept some agreements

_____ I did not keep agreements

Lesson 5
Deep Breathing

_____ I kept all agreements

_____ I kept some agreements

_____ I did not keep agreements

Lesson 6
Breaking My Agreements

_____ I kept all agreements

_____ I kept some agreements

_____ I did not keep agreements

Lesson 7
Remembering My Agreements

_____ I kept all agreements

_____ I kept some agreements

_____ I did not keep agreements

Lesson 8
My Memory Skills

_____ I kept all agreements

_____ I kept some agreements

_____ I did not keep agreements

ACCOUNTABILITY
SKILLS
RECORD
SHEET

Lesson 9 My Vocabulary Words _____ I kept all agreements _____ I kept some agreements _____ I did not keep agreements	Lesson 10 My "Special Room" _____ I kept all agreements _____ I kept some agreements _____ I did not keep agreements
Lesson 11 My Good and Bad Habits _____ I kept all agreements _____ I kept some agreements _____ I did not keep agreements	Lesson 12 The "Acts" I Use _____ I kept all agreements _____ I kept some agreements _____ I did not keep agreements
Lesson 13 Finding Alternatives _____ I kept all agreements _____ I kept some agreements _____ I did not keep agreements	Lesson 14 Emotions Affect Agreements _____ I kept all agreements _____ I kept some agreements _____ I did not keep agreements
Lesson 15 Accountability Game _____ I kept all agreements _____ I kept some agreements _____ I did not keep agreements	

LESSON 2

Game Plan

To establish classroom agreements.
To increase awareness that our lives work better when we keep agreements.

Equipment

Picture charts of agreements (rules)

Picture Charts - 1. Keeping Agreements
2. Breaking Agreements
3. Puppets (Adult, 2 Children)

Ditto: Classroom Agreement Form

Blank Paper for Chart-Pen

Instant Replay

Review agreements for group - check folders.

Ask students what happened when agreements were kept. What happened when agreements were not kept?

Play Ball

A. Introduce puppets - Mr. Agreement and Mr. Irresponsibility and Ms. Adult - Mr. Agreement keeps his agreements (follows the rules and is happy) - Mr. Irresponsibility breaks agreements and blames others and is unhappy - Ms. Adult expects agreements to be kept.

B. Using puppets or role-playing students act out breaking and keeping each of their agreements listed previously on experience chart.

C. Ask students to name agreements in the Classroom. List on experience chart.

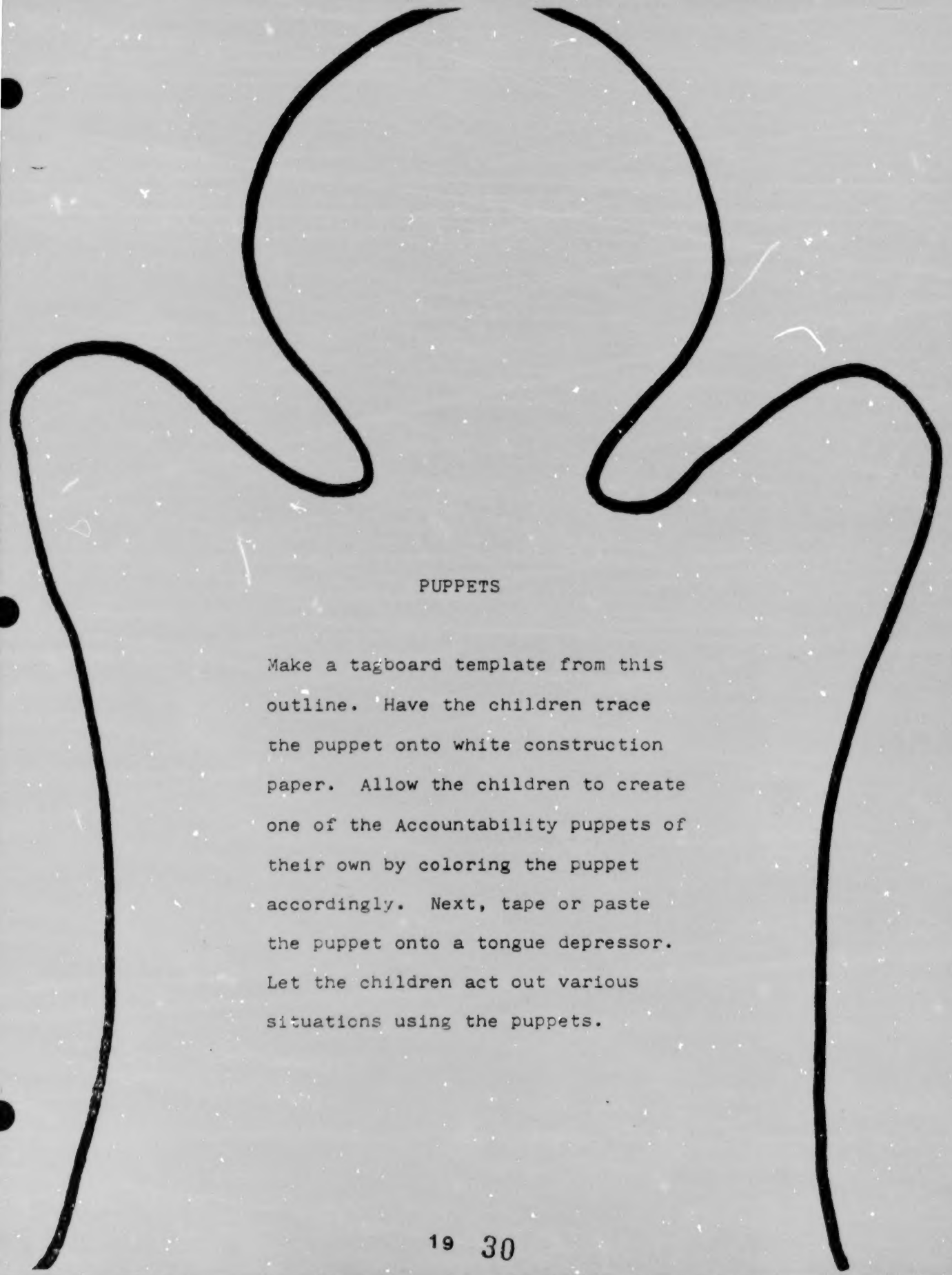
Wrap Up

Direct students to close their eyes, take a deep breath and see themselves breaking the agreements with their teacher. See what happens. Now see themselves keeping the agreement. See what happens. Notice the difference. Direct students to open their eyes and choose to keep that agreement.

Assist students in filling out Classroom Agreement form.

If possible, notify teachers of student's agreement and enlist their cooperation in verifying form. This form is to be returned to the group in one week.

Check record sheet in folder.



PUPPETS

Make a tagboard template from this outline. Have the children trace the puppet onto white construction paper. Allow the children to create one of the Accountability puppets of their own by coloring the puppet accordingly. Next, tape or paste the puppet onto a tongue depressor. Let the children act out various situations using the puppets.

Keeping Agreements

Breaking Agreements

CLASSROOM AGREEMENT FORM

_____ is willing to keep the following
Student's Name
agreement in the classroom: _____

_____ is willing to keep the following
Student's Name
agreement in the classroom: _____

_____ is willing to keep the following
Student's Name
agreement in the classroom: _____

_____ is willing to keep the following
Student's Name
agreement in the classroom: _____

_____ is willing to keep the following
Student's Name
agreement in the classroom: _____

_____ is willing to keep the following
Student's Name
agreement in the classroom: _____

_____ is willing to keep the following
Student's Name
agreement in the classroom: _____

_____ is willing to keep the following
Student's Name
agreement in the classroom: _____

LESSON 3

Game Plan

To acknowledge broken agreements in the group.

Equipment

Accountability Agreement Cards

Picture Charts - Keeping agreements - breaking agreements (See Lesson 2)

Instant Replay

Check for folders.

Review chart of agreements to be kept in the classroom. Check with group members - what happens in class if agreements are kept - broken? Remind children to continue charting for a week, asking their teachers to initial the charts, and noticing what happens each day the agreements are not kept.

Play Ball

Students are told they will be expected to keep agreements and will be helped to do so by reminding them each time an agreement is broken. Demonstrate questioning procedure:

1. "What are you doing?" (Not "Why did you do it?")

2. Tell students, "Blaming others or giving excuses is not acceptable." Example - "Tell me only what you did just now."

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3. Illustrate with puppets - ask one student to be Ms. Adult - instruct him/her to repeat question, "What are you doing?" over and over. Leader models inappropriate and appropriate responses using Mr. Irresponsibility puppet. Puppet talks to other group members and blames others or responds "nothing" when asked what he is doing - finally admitting she/he broke an agreement.

Wrap Up

A. Review agreements using deck of Accountability Agreement Cards.

   1. Place all cards face down. Taking turns each student names one agreement from cards. If correct, student keeps card. If incorrect, next player gets a turn.

   2. Placing cards fact down have a student name as many agreements as she/he is able.

   3. Using two or more sets of cards play "concentration".

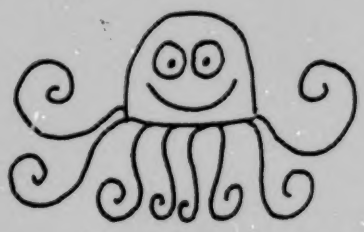
B. Relaxation Skill: Have students close eyes and see themselves breaking an agreement and blaming someone else. Ask how that feels. Next see themselves breaking an agreement and acknowleding their behavior. Ask how that feels. Ask students to take two (2) deep breaths and when they are feeling quiet and calm open their eyes.

Check record sheet in folder.

No gum chewing or food

No gum chewing or food

Keep your hands and feet to yourself

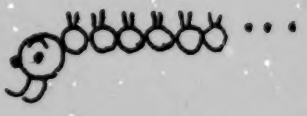


Keep your hands and feet to yourself

No teasing

No teasing

Bring only yourself



Bring only yourself

Pay attention

Participate

Follow Directions

Be on time

Pay attention

Participate

Follow Directions

Be on time

Raise your hand to speak

Raise your hand to speak

Keep your agreement

Keep your agreement

LESSON 4

Game Plan

To expand awareness of agreements - "At Home"

Equipment

Felt pen and two (2) experience charts

Ditto: Home Agreement Form

Instant Replay

Review Agreements using Accountability Agreement Cards.

Check for folders

Play Ball

A. Remind students of chart they made on Agreements in the Classroom. Ask students to give examples of Agreements at Home and list agreements on experience chart.

B. Discuss what happens at home when agreements are kept/broken.

Wrap Up

Ask each student to select an agreement they have with their family which they will keep. Fill out form with students. Remind students that blaming others and giving excuses is not acceptable, and they are to return the card, signed by their parent, in a week.

Check record sheet in folder.

HOME AGREEMENTS FORMS

_____ is willing to keep the following
Student's Name

agreement at home: _____

"X" indicates this agreement was kept.

___Mon. ___Tues. ___Wed. ___Thurs. ___Fri.

_____
Parent's Signature

_____ is willing to keep the following
Student's Name

agreement at home: _____

"X" indicates this agreement was kept.

___Mon. ___Tues. ___Wed. ___Thurs. ___Fri.

_____
Parent's Signature

_____ is willing to keep the following
Student's Name

agreement at home: _____

"X" indicates this agreement was kept.

___Mon. ___Tues. ___Wed. ___Thurs. ___Fri.

_____
Parent's Signature

_____ is willing to keep the following
Student's Name

agreement at home: _____

"X" indicates this agreement was kept.

___Mon. ___Tues. ___Wed. ___Thurs. ___Fri.

_____
Parent's Signature

NAME_____

HOME AGREEMENT POSTER

THINK OF AN AGREEMENT YOU ARE WILLING TO KEEP.

WRITE THE AGREEMENT ON THE LINES BELOW.

DRAW/COLOR A PICTURE OF YOU KEEPING THE AGREEMENT.

I agree to _____

_____

LESSON 5

Game Plan

To introduce diaphragmatic breathing and to define acceptance.

Equipment

Picture charts - 1. judging and accepting
2. keeping and breaking agreements chart (Lesson 2)

Instant Replay

Review Home Agreement Chart. Discuss reactions resulting from broken agreements. (May model Mr. Irresponsibility refusing to admit behavior and Ms. Adult growing angrier.) Elicit from students that being called on behavior is upsetting. Tell students they will learn a special way of breathing to stay calm.

Check for folders.

Play Ball

A. Introduce diaphragmatic breathing. Model first, then repeat with children. (May substitute deep breathing technique from Self-Control Through Relaxation" lessons.) Remember: Keep your mouth closed and breathe through your nose.

1. Lie back on floor. Place both hands lightly on abdomen.
2. Inhale in two steps using diaphragm (abdomen should rise).
3. Exhale in two steps (abdomen should fall).
4. Rest for one count before repeating procedure.

5. Count: 1-inhale; 2-continue inhaling; 3-begin exhaling; 4-complete exhaling; 5-rest.

B. To illustrate acceptance: hand an object (book, pen, crayon, ruler, etc.) to a student and tell him to imagine it is anything he wants it to be. As the student hands the object back to you say, "How ugly, how bad, how wrong, how terrible." Again, hand the object to the student and as he hands it back to you say, "How beautiful, how right, how lovely, how nice." Repeat the exchange for a third time saying, "Thank You."

Discuss how saying "thank you" is accepting what someone says or does without judging.

Wrap Up

When someone says something (anything) in our group we will accept what they say without evaluating it. Accepting what a person says without teasing means we are keeping one of our agreements.

Check record sheet in folders.

JUDGING AND ACCEPTING

Place a "J" for judging and an "A" for accepting behind the following statements.

1. That is an ugly pair of shoes you have on!___

2. You don't hit well so you can't play baseball with us.___

3. I appreciate you helping me carry the tool chest.___

4. Thank you for the book.___

5. I know this t.v. show is going to be boring.___

6. You aren't nice.___

7. I Like it when you read to me.___

8. I feel hurt when you call me names.___

Judging

Accepting

LESSON 6

Game Plan

To increase awareness that breaking agreements brings consequences.

Equipment

"Keeping Agreements at Home" Chart

"Agreements at School" Chart

Blank chart - felt pen

Puppets - Ms. Adult, Mr. Irresponsibility

Instant Replay

Review steps to diaphragmatic breathing.

Check for folders.

Play Ball

Model "Mr. Irresponsibility" puppet breaking the agreement to work quietly in class. Puppet states he is trying to work quietly and that someone else is making him laugh. Ms. Adults puppet repeatedly asks Mr. Irresponsibility what he is doing - Who is doing the laughing? Ms. Adult puppet then tells Mr. Irresponsibility the consequence of his breaking the agreement. Emphasize that he chose his behavior.

Refer to "Agreements at Home" chart - Ask students what happens when an agreement is broken. Repeat question referring to "Agreements at School" chart. List children's suggestions (about 10) on blank chart - leaving space at top for title. Tell students this is a list of possible consequences for breaking agreements. Explain that consequences are what happens when you break agreements. Title chart Consequences of Broken Agreements.

Wrap Up

Tell students when they choose to break agreements they must be prepared to accept the consequences.

In the group meetings, we will not discuss why someone broke or kept agreements - only what their behavior has been.

Tell students to be aware of their responses when someone tells them they have broken an agreement or rule. Notice what happens when you tell someone why the rule was broken. Notice what happens when you only tell what you did.

Check record sheet in folders.

NAME_____

DRAW A LINE TO THE CORRECT CONSEQUENCE.

1. TEACHER GETS MAD AND GIVES YOU ATTENTION

2. YOU DID SOMETHING TO MOM THAT MADE HER MAD AND CAUSED AN ARGUMENT.

3. YOU KEPT YOUR AGREEMENT.

4. YOU RAISED YOUR HAND IN CLASS AND GAVE A SENSIBLE ANSWER.

5. WHEN YOU WENT TO THE DENTIST'S OFFICE FOR A CHECK-UP YOU ACTED VERY GROWN-UP.

6. YOU ACTED LIKE A CLOWN IN THE CLASSROOM AND EVERYONE LAUGHED WHILE THE TEACHER WAS TALKING.

7. YOU GOT IN A FIGHT IN THE LUNCH LINE.

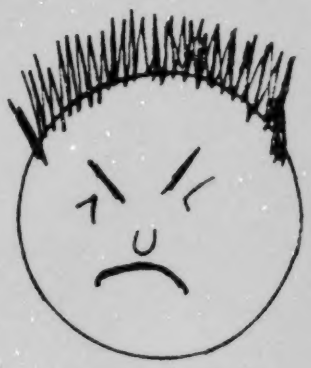
8. WHEN YOUR MOM HAD COMPANY FOR DINNER YOU USED GOOD MANNERS.

9. YOUR BROTHER CALLS YOU A NAME AND YOU HIT HIM.

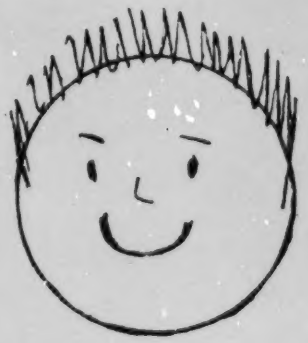
10. YOU FORGOT TO FEED YOUR DOG.

11. AFTER SCHOOL, YOU PLAYED WITH FRIENDS AND DIDN'T GET YOUR WORK FINISHED.

NEGATIVE CONSEQUENCE



POSITIVE CONSEQUENCE



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LESSON 7

Game Plan

To learn memory tricks to help remember things for which we are accountable.

Equipment

Cookie recipe for wrap-up.
Parent Letter

Instant Replay

Review chart - Consequences of Broken Agreements from PL6.

Check for folders.

Play Ball

These are tricks we can use to help us remember something. After we learn the tricks we will use them to help us remember agreements.

How many of you forgot to keep the following agreements:

(a) To do chores (making a bed; brushing teeth; cleaning room; feeding pet).

(b) To bring notices home or homework to school.

(c) time to be a certain place.

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These tricks can help you remember those agreements.

A. Rhyme Games

1. Teach children the following phrases by focusing on the rhyme. Then ask "What was four?" "What was one?" etc. If this is too easy assign each child a phrase (Mary is one, John is two, etc.) Then ask group "what is John?"

   When I was one I learned to run
   When I was two I learned to tie my shoe
   When I was three I learned to climb a tree
   When I was four I learned to open the door
   When I was five I learned to dive
   When I was six I learned to fix.

2. Have students list 4 or 5 chores they are responsible for (feeding pet, making bed, etc.). Then, as a group, make up rhymes for each chore ("I feed my dog, then sleep like a log" if child feeds dog at night before bed).

B. Places Game

These games require a list of animals or objects. You may use the following lists or make up your own.

List I	List II
hat	kangaroo
pencil	lion
spelling book	zebra
skate board	giraffe
crayons	elephant

1. With list have students place each object with another student. Image each student holding or using one of the objects. ("Imagine Susan wearing a hat; Dan holding a pencil," etc.) When each person has been assigned an object have a 1 - 2 minute break. Then go around group and have students tell what object each person has.

2. Have students imagine being in their bedroom. As you list each animal in the list instruct students to place the animal in a specific place in their room. When the list is completed have group try to recall the list of animals in the correct order.

3. Have students make up a list of things they bring to school with them in the morning (lunch or lunch money; homework; sweater). Then have them mentally place each item near the door of their house. Now imagine the doorknob and remembering to stop and check for the things on your list.

Wrap Up

The activity for the next day is baking cookies. Each student is assigned one or two ingredients to bring the next day. Each student should pick one of the memory tricks to help them remember to bring their ingredients. Students should also be told that the cookies can not be made unless each child remembers to be accountable.

Letters to parents can be sent home to explain the activity and disuade parents from becoming the responsible agent.

Check record sheet in folders.

Dear _____,

The Accountability group that _____ is a member of has been learning memory tricks to help them remember the things for which they are accountable. As part of this lesson each child is responsible for bringing one ingredient to our next group on _____. Every child must remember to bring his/her part in order to prepare the recipe.

Your responsibility in this activity is minimal. Please do not remind your child to bring the ingredient. It should be his/her responsibility alone. If obtaining the ingredient is a problem for you, however, please call and let me know.

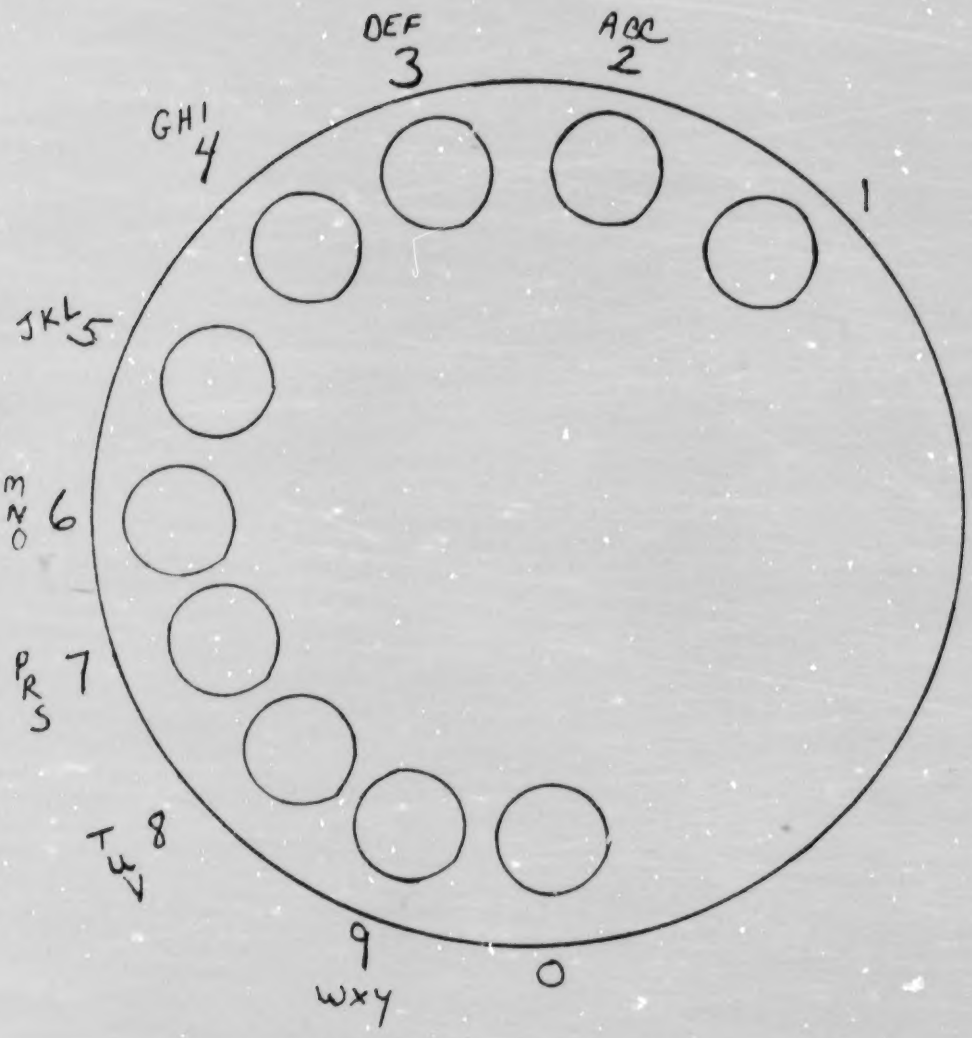
Thank you for your cooperation and support.

Sincerely,

Counseling Assistant.

NAME_____

MEMORY SKILLS



WRITE DOWN A FRIEND'S PHONE NUMBER YOU WOULD LIKE TO REMEMBER:

___ ___ ___ - ___ ___ ___ ___. NOW TRY TO SUBSTITUTE LETTERS TO MAKE A WORD (OR ALMOST A WORD) YOU CAN REMEMBER:

___ ___ ___ ___ ___ ___ ___.

LESSON 8

Game Plan

To reinforce acquisition of memory tricks

Equipment

Recipe for a treat

Cooking utensils necessary for recipe.

Instant Replay

A. Rhyme Tricks

Ask students if anyone can remember the number rhyme from the last meeting.

B. Place Tricks

Ask students if they can remember the animals or objects from the place trick they learned.

Check for folders.

Play Ball

Find out how many students remembered to bring their ingredients for the recipe. If everyone remembered proceed with preparing the recipe. If someone forgot, have the group think of another trick to help this person remember. The group can then go on to the next lesson and return to this one when <u>every</u> student remembers to bring his/her part.

Wrap Up

Discuss the outcome of the cooking project. If it worked, why? If not, why? What did they do to remember items?

Check record sheet in folder.

LESSON 9

Game Plan

Review using specific vocabulary words derived from previous lessons.

Equipment

Accountability Skills Vocabulary Flashcards

Instant Replay

Check for folders.

Review PL8: were the students able to follow through with preparing the recipe or not? If no, why not - if yes, why did it work.

Play Ball

As a group review vocabulary flashcards: pronouncing each word and discussing meaning.

Accountability Flash - a game for teacher and students.

The teacher flashes one vocabulary word at a time. If the student says the word and states it's meaning, the card is his. If she/he does not know, or gives incorrect answer, teacher keeps the card. When all flashcards have been flashed each student counts his cards. The winner is the student with the most cards.

REMEMBER: Review missed vocabulary words so that students can learn them and do better in the next game.

Wrap Up

Practice diaphragmatic breathing using 5-step procedure.

Check record sheet in folder.

agreement	consequence
participate	Mr. Responsibility
rule	ability
Mr. Agreement	diaphragmatic breathing
Mr. Irresponsibility	inhale
Ms. Adult	exhale
accountable	accepting
excuse	judging

rhyme tricks	
places tricks	

LESSON 10

Game Plan

To create a visual picture of a "Special Room" where students can deal with problems or use imagination.

Equipment

None

Instant Replay

Review "rhyme tricks" and "places tricks" from PL7.

Check for folders.

Play Ball

Tell students to close their eyes. We are going to imagine a special room just for you where you can go to relax and think. Make it a big room. - 1) Put some comfortable furniture in your room, (desk, chair, table, bookcase). 2) Have a closet for any kind of clothes you would like to dress up in, (outfits for anything you would like to be when grown up). 3) Put in a place for a record player or tape recorder with records or tapes of everything you would like to learn about. 4) Make a sign for the door with one side saying, "Welcome" and the other "Do Not Disturb - I am thinking".

Review the items in the special room. When this is completed, have the students open their eyes.

Wrap Up

Have each student share one thing about their special room.

Discuss: 1. Uses of a special room (a place to think, to be alone, to look at what they imagine).

2. How it can help them (to fall asleep at night)

Emphasize that using their special room will help them to better keep agreements because they are relaxed and calm.

Check record sheet in folders.

SPECIAL ROOM

CHILDREN FEEL THEIR ROOM OR SPACE IS VERY SPECIAL WHEN THEY CONTRIBUTE TO ITS SETTING. SOME PROJECTS AND SUGGESTIONS ARE GIVEN BELOW. HOWEVER, IT IS ENCOURAGED THAT OTHER ACTIVITIES OR PROJECTS BE PROVIDED THAT WOULD SUIT THE CREATIVITY AND NEEDS OF THE CHILDREN.

Pencil Container

Need an empty juice can per child
Glue
Scissors
Magazines

Have children cut out pictures they like from magazines or catalogs. Glue the pictures to the can to make a collage.

Mobile

Wire hanger for each child
Magazines
Scissors
Fine string

Have the children cut pictures they like from the magazines. Attach them separately onto the hanger with string cut in varying lengths.

Other Ideas

Make a bookmark from wallpaper samples for that book just before bed.
Make a stuffed animal.
Make a plant container.
Make a pennant of a school.

SPECIAL ROOM DITTO

FILL IN THE BLANKS

1. MY_____IN MY ROOM MAKES ME FEEL_____.
2. I SHARE MY ROOM WITH_____.
3. SOMETIMES I USE MY SPECIAL ROOM TO_____.
4. I PUT LOTS OF_____IN MY SPECIAL ROOM.
5. IN MY _____I HAVE_____
   _____.
6. WHEN I LISTEN TO MY_____I LEARN A LOT.
7. MY DOOR SIGN READS_____.
8. MY FAVORITE BOOK IN MY BOOKCASE IS_____.
9. MY SPECIAL ROOM IS_____.
10. I ADDED A_____TO MY SPECIAL ROOM.

LESSON 11

Game Plan

To define Pattern and make students aware of Behavior Patterns, both good, bad and neutral.

Equipment

Objects of varied color and/or shape.
(i.e. blocks, cardboard shapes, marbles)

Instant Replay

Check for folders.

Review: special room (items in it, uses for it).

Play Ball

A. Definition of Pattern.

1. A pattern is something that occurs over and over again.

2. Look around room for patterns: ceiling; student's shirts; carpet or floor pattern.

3. Have students make patterns with blocks, colors or shapes.

B. Behavior Patterns

1. Some of the ways we act are also patterns. A behavior pattern is something we do over and over again. Sometimes we call these habits.

2. We can have good behavior patterns, bad behavior patterns and neutral behavior patterns. A good pattern is something that helps someone or makes us healthy and happy. A bad pattern hurts someone or gets us in trouble. A neutral behavior pattern doesn't bother anyone or hurt anyone.

C. Have students generate a list of their behavior patterns (good or bad). Write these on slips of paper. Give each student a chance to pantomine a pattern. When someone guesses the pattern correctly they must tell whether it's good, bad or neutral. If it's bad have the group talk about how you can change it to a good behavior patter. If students have trouble thinking of behavior patterns the following list can be used for ideas.

Patterns

Thumbsucking
Nailbiting
Overeating
Fighting with brothers or sisters
Cleaning room
Brushing teeth
Doing chores
Walking to School
Playing at recess

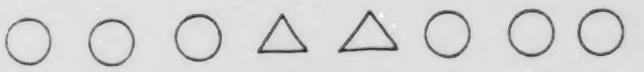
Wrap Up

Have each student name one good behavior pattern they have and one bad one they would like to change.

Check record sheet in folders.

NAME_____

FINISH EACH PATTERN



— — + + — — _____

A B C A B C _____

2 4 6 8 10 _____

MAKE A PATTERN OF YOUR OWN. _____

CIRCLE THE PATTERNS YOU HAVE USED

THUMBSUCKING	NOT LISTENING	PAYING ATTENTION
NAILBITING	SHOUTING OUT	BRUSHING TEETH
OVER-EATING	INTERRUPTING	HELPING OTHERS
TWIRLING HAIR	BEING POLITE	NOSE PICKING

LESSON 12

Game Plan

To identify and role play acts which interfere with keeping agreements.

Equipment

ACT Cards, Optional: Teacher Feedback Form.
ACT Chart

Instant Replay

Check for folders.

Review patterns and ask each student to name a behavior pattern.

Play Ball

Discuss (using "ACT" cards) how:

1. "Acts" are ways we behave to try and get what we want.
2. Some acts work for us, others don't.
3. We learn to act in different ways as we grow - (compare ways a baby, a two year old and a seven year old might act to show they wanted a drink or were hungry).

Explain each act, model for students with puppets and then role-play.

Discuss which acts might prevent students from keeping agreements:

1. Bring only yourself - stubborn dumb-dumb.
2. Participate - helpless, sad
3. Be on time - dumb-dumb, stubborn.
4. Raise hand to speak - know-it-all, dumb-dumb.
5. Follow directions - any act.
6. No food or gum - stubborn, dumb-dumb.
7. Hands to self - mad.
8. No teasing - know-it-all, mad.
9. Keep agreements - all acts.

Optional - Use act cards to play concentration.

Wrap Up

Ask each student to name an act she/he has used to get his/her own way.

Assign "acts" crossword puzzle from activity book to be completed by next meeting.

Check record sheet in folder.

NAME_____

ACTS

PUT THE NAME OF THE ACT UNDER THE RIGHT PICTURE. COLOR ALL THE PICTURES SHOWING ACTS YOU HAVE HAD.

HELPLESS ACT

BIG SHOT ACT

STUBBORN ACT

DUMB-DUMB ACT

SAD ACT

MAD ACT

Act

know-it-all

helpless

stubborn

sad

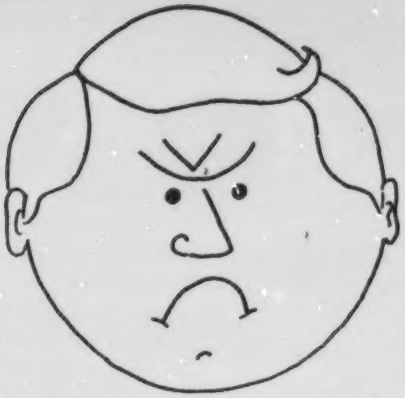
dumb-dumb

mad

63

73

74



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LESSON 13

Game Plan

To increase awareness of acts and alternatives.

Equipment

Puppets, ACTS Cards (see PL12)

Instant Replay

Check for folders.

Recall a time when you were younger and used an act to get your way. Now recall a time you used an act and did not get your way.

Play Ball

Refer to ACTS cards. Discuss consequences of ACTS not working. (Example - student always says, "I don't know" or gives silly answer when teacher asks a question. Discuss consequences such as, teacher getting angry, kids on playground won't give in to acts, etc.

Develop list of alternative behaviors to ACTS.

List:

ACT	DESCRIBE SITUATION	DISCUSS ALTERNATIVE
1. Helpless	cleaning room - I can't do it	Do it - Participate. Stress feeling of accomplishment.

ACT	DESCRIBE SITUATION	DISCUSS ALTERNATIVE
2. Stubborn	I won't do it - assignment, game at P.E., etc.	Agreement at school is to complete work - participate. Do it - or accept consequences.
3. Know-it-all	Calls out answers in class - thinks s/he is right and everyone else is wrong.	Give others a turn. Raise hand to speak.
4. Dumb-dumb	"Can't do" assignments. Gives silly answers to make others laugh.	Pay attention. Give best answer you can think of. (Don't compare yourself to others.)
5. Sad	Another child pushes him/her in line-cries.	Tell others how you feel. Solve your own problems.
6. Mad	Gets angry every time s/he can't be first in line or when s/he is out in a game.	Accept own behavior. Ask what happened - not why, or was it fair. (eliminate reasons and excuses.)

Wrap Up

Role-play the previous six acts. May use puppets.

Example:

HELPLESS	HELPLESS
"I can't clean up my room."	"I feel good about cleaning up my room and getting the job done.
STUBBORN	**STUBBORN**
"I won't play that game." "I won't finish my assignment on time."	"I finished my work on time and now I'll get to participate in cooking" - or something that's fun).

Continue to notice what acts you use and when you use them.

Check record sheet in folders.

NAME_____

HOW I SEE MYSELF

ONE "ACT" I SOMETIMES HAVE IS

_____

_____.

I AM WILLING TO GIVE UP THIS ACT. YES_____ NO_____

IN PLACE OF MY "ACT" I CAN_____

_____.

HOW OTHERS SEE ME

ONE ACT OTHER PEOPLE THINK I HAVE IS_____.

IN MY GROUP, _____PEOPLE THOUGHT I HAD THIS "ACT."

NAME_____

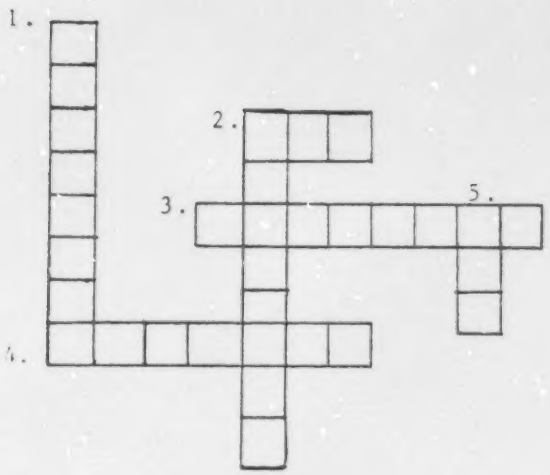
"ACTS"

CROSSWORD PUZZLE

PUT THESE "ACTS" IN YOUR CROSSWORD PUZZLE:

MAD STUBBORN HELPLESS SAD

DUMB-DUMB SHOW-OFF



DOWN:

2. YOU'RE NOT FAIR!

3. I NEVER GET IT!

4. I ALWAYS DO IT RIGHT!

ACROSS:

1. I CAN'T DO IT ALONE! HELP ME!

2. NO I WON'T DO IT. YOU CAN'T MAKE ME!

5. YOU MADE ME MAD!

LESSON 14

Game Plan

To increase awareness of emotions and how they can interfere with keeping agreements.

Equipment

Emotion Cards

Balloon, Scissors

Instant Replay

Check for folders.

Direct students to close eyes and recall a time they used an "act" to get what they wanted and the act didn't work for them. Remember a time you kept your agreements instead of using an act.

Play Ball

Emotions are feelings inside the body.

Develop a list of emotions with students.

Emphasize: It is good to be aware of how you are feeling - (your emotions) - then you can choose how to behave in any situation.

Demonstration:

1. Blow up balloon - if we don't choose ways to show our emotions

2. Let balloon go - we break agreements and the consequence may be that people become angry.

3. Retrieve balloon - blow it up again and let air out slowly. When we choose how to act, we let people know about our emotions without breaking agreements.

Discuss ways of "letting out" feelings without breaking agreements:

1. "I" statements.

2. Expressing anger by drawing feeling pictures.

3. Tearing scrap paper, etc.

Wrap Up

1. Present situation (see below)

2. Choose student volunteer to come up in front.

3. Student shows leader the emotion card he chooses to match the situation.

4. Student calls on others in group who show the emotion card to whole group.

5. If card of volunteer "matches" student in group, volunteer sits down and student from group comes up front.

*Stress that people may feel different emotions in similar situations.

Sample Situations:

The teacher assigns a page of math and you are thinking about a trip to your Grandma's house.

The agreement in your class is "no talking" but someone calls you a name.

You count to 25 while someone is swinging. She/he refuses to get off.

You are supposed to work in your reading workbooks, but you had a fight with your brother before school.

You are taking a math test and you have to go to the dentist after school.

Check record sheet in folders.

NAME_____

MATCH THE FEELING

WORRIED

SAD

HAPPY

SCARED

JEALOUS

MAD

mad

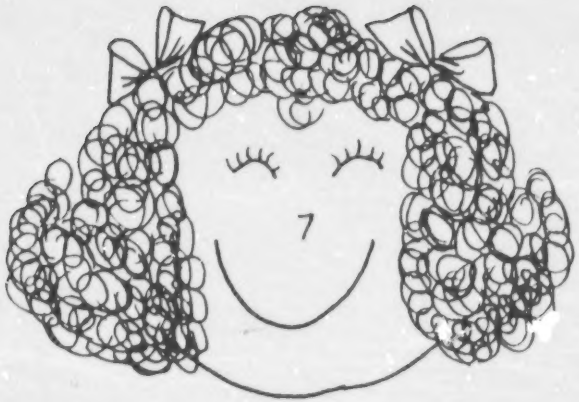
surprised

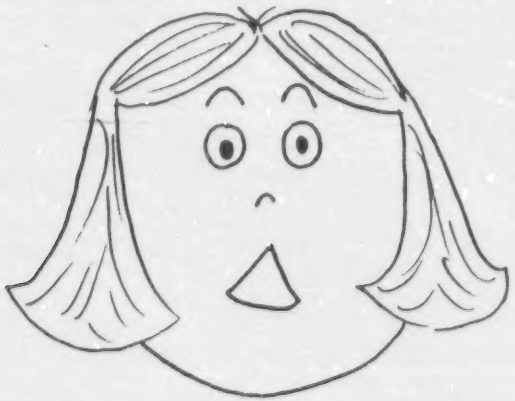
sad

scared

worried

happy





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88

LESSON 15

Game Plan

To review past lessons (using specific vocabulary words derived from lessons).

Equipment

Accountability Skills Game Board

Accountability Skills Vocabulary Flashcards

Dice and Markers

Certificate

Instant Replay

Check for folders.

Play Ball

1. Tell students they are going to play the Accountability Game. Introduce the Game Board, Flash Cards and explain procedures. (If the optional flash cards have been used throughout the series of lessons, students may be able to read the cards themselves. The teacher will read the flash cards for students who need assistance.)

Place flash cards in the center of the game board. Each student selects a marker and throws dice to determine the starting player. The child with the highest number begins the game; other students follow in clockwise order.

When a student lands on a sectior marked with a star, they must take a flash card and either tell others its meaning or act it out. When the definition is correct, the student earns another turn. If incorrect she/he stays at that spot. If a student lands on a space marked with a moon, they automatically take another turn.

2. As a group, review vocabulary flashcards pronouncing each word and discussing meaning.
   Flash one vocabulary word at a time. If the student says the words and states it's meaning the card is his. If she/he does not know, or gives an incorrect answer, teacher keeps the card. When all flashcards have been flashed, each student counts his cards. The winner is the student with the most cards.

   Additional words can be used from lesson 8 Accountability Skills Vocabulary Flashcards.

Wrap Up

Give Certificates

Check record sheet in folders.

This is to certify that

has learned how to be

Accountable

77

date

teacher

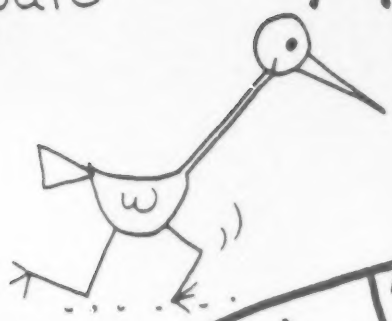
special room	helpless act
imagine	stubborn act
pattern	dumb-dumb act
habit	know-it-all act
nail biting	alternative
act	emotion
sad act	happy
mad act	sad

surprised	behavior pattern
worried	good pattern
scared	bad pattern
mad	neutral pattern

Part
FINISH LINE
THE KNOW-IT-ALL ACT GO BACK TO THE BEGINNING!
SAFETY ZONE
REST STOP
SUNSHINE LIVES HERE
Keep your agreement
HALT! JUMP BACKWARD 3 SPACES
Bring only yourself
AGREEMENT! CLIMB UP THE LADDER
TELL ABOUT A GOOD BEHAVIOR PATTERN THEN GO UP 8 SPACES
DO THE "HELPLESS" ACT---- ....GO AGAIN
TAKE A DEEP BREATH
No gum chewing or food

cipate

The Accountability Game



ANOTHER BROKEN AGREEMENT! GO BACK TO THE BLACK STAR
"FREE" TURN GO AGAIN
SA
Z
You used Your "MAD ACT" Go BACK 5 SPACES
Keep your hands and feet to yourself
TELL A "MEMORY" SKILL - - - - - - - - THEN GO AGAIN
L ONE OF
E "MISSING"
REEMENTS
EN. MOVE
TO
E SUN
You DROPPED Your "ACT"! PROCEED TO A MOON
ONLY 26 SPACES To Go.

Follow Directions

Be on time

No
easing

ACCOUNTABILITY SKILLS CURRICULUM

INTERMEDIATE

LESSON 1

Game Plan

To establish agreements (rules) for the group

To create the structure of the group

To let students know what the limits are during group meetings

Equipment

Picture Charts of Agreements (rules) (See PL-1)

Folder (one for each group member) with Accountability Skills Record Sheet

Parent Letter (See PL-1)

Instant Replay

None

Play Ball

(See Play Ball Section PL1)

Introduce and discuss the following agreements. (These are suggested agreements and can be modified to fit the needs of the group.) Define agreements as rules or behavior expected of students:

1. Be on time.

2. Follow directions.

3. Participate.

4. Pay attention.

5. No gum chewing or food.

6. Keep your hands and feet to yourself.

7. No teasing.

8. Bring only yourself.

9. Raise your hand to speak.

10. Keep your agreements.

Ask group what would happen if each of the above rules are not kept. Ask students to raise their hand if there is a rule (agreement) they feel they can't follow. Review the purpose of that rule and tell student you expect them to keep that rule. Example - they are part of the group and capable of keeping agreements. Ask students to raise their hand to indicate willingness to keep agreements.

Wrap Up

Student folder: Give each group member a folder with his/her name on it with the Accountability Skills Record Sheet inside front cover. (Sheet states objectives of lessons and a form for whether agreements were kept or broken.) It is to be used as a record for the student and checked at the end of each lesson.

The folder is to be brought to each group meeting. (Optional - this could serve as an additional agreement.)

Send parent letter home with student.

ACCOUNTABILITY
SKILLS
RECORD
SHEET

Lesson 1
Agreements for my group

_____ I kept all agreements
_____ I kept some agreements
_____ I did not keep agreements

Lesson 2
My Classroom Agreements

_____ I kept all agreements
_____ I kept some agreements
_____ I did not keep agreements

Lesson 3
Consequences of my Broken Agreements

_____ I kept all agreements
_____ I kept some agreements
_____ I did not keep agreements

Lesson 4
My Agreements at Home

_____ I kept all agreements
_____ I kept some agreements
_____ I did not keep agreements

Lesson 5
Deep Breathing

_____ I kept all agreements
_____ I kept some agreements
_____ I did not keep agreements

Lesson 6
Breaking My Agreements

_____ I kept all agreements
_____ I kept some agreements
_____ I did not keep agreements

Lesson 7
Remembering My Agreements

_____ I kept all agreements
_____ I kept some agreements
_____ I did not keep agreements

Lesson 8
My Memory Skills

_____ I kept all agreements
_____ I kept some agreements
_____ I did not keep agreements

ACCOUNTABILITY
SKILLS
RECORD
SHEET

Lesson 9
My Vocabulary Words

_____ I kept all agreements
_____ I kept some agreements
_____ I did not keep agreements

Lesson 10
My "Special Room"

_____ I kept all agreements
_____ I kept some agreements
_____ I did not keep agreements

Lesson 11
My Good and Bad Habits

_____ I kept all agreements
_____ I kept some agreements
_____ I did not keep agreements

Lesson 12
The "Acts" I Use

_____ I kept all agreements
_____ I kept some agreements
_____ I did not keep agreements

Lesson 13
Finding Alternatives

_____ I kept all agreements
_____ I kept some agreements
_____ I did not keep agreements

Lesson 14
Emotions Affect Agreements

_____ I kept all agreements
_____ I kept some agreements
_____ I did not keep agreements

Lesson 15
Accountability Game

_____ I kept all agreements
_____ I kept some agreements
_____ I did not keep agreements

LESSON 2

Game Plan

To establish purpose for group meetings.

To increase awareness that our lives work better when we keep agreements.

Consequences of broken agreements.

Equipment

Charts of agreements for group meetings.

Chalkboard and chalk or blank chart and pen.

Keeping and Breaking Agreements Charts. (PL2)

Accountability Agreement Cards (PL3) (Need 2 or more sets)

Instant Replay

Check for folders.

Review agreements for group. Explain that most things like going to school, playing sports, and even riding a bicycle have a set of rules to let us know what we can and cannot do during that activity. Ask the group to imagine what might happen to a boy who was passed a football without knowing the rules of the game.

Play Ball

A. Develop agreements in classroom list:

What happens when everyone in the class keeps the agreement?

What happens when they are not kept?

Discuss keeping and breaking agreements charts (i.e., breaking agreements keeps us from accomplishing our purpose, reading, spelling, etc.).

Role-play breaking and keeping of agreements in classroom.

B. Discuss not being aware (in school or at home) of someone talking to them. Assist in focusing awareness of actions by asking, "What are you doing?" (From this point on, every time a group member breaks an agreement, question him/her in that manner until they become aware of their behavior.) Blaming or giving excuses is not acceptable. (No interest in WHY only WHAT.)

C. Play concentration with Accountability Agreement Cards.

Wrap Up

Direct students to:

1. Close eyes and imagine themselves in class breaking an agreement. Notice what happens.

2. Take a deep, quiet breath and imagine themselves keeping the same agreement.

3. Open their eyes and choose to keep that agreement - now that they have recognized it.

Check record sheet in folder.

CLASSROOM AGREEMENT FORM

_____ is willing to keep the following
Student Name
agreement in the classroom: _____

_____ is willing to keep the following
Student Name
agreement in the classroom: _____

_____ is willing to keep the following
Student Name
agreement in the classroom: _____

_____ is willing to keep the following
Student Name
agreement in the classroom: _____

_____ is willing to keep the following
Student Name
agreement in the classroom: _____

_____ is willing to keep the following
Student Name
agreement in the classroom: _____

_____ is willing to keep the following
Student Name
agreement in the classroom: _____

NAME_____

INTERMEDIATE AGREEMENT CHARTS

I PARTICIPATE WHEN I_____

_____

I PAY ATTENTION WHEN I_____

_____

I KEEP MY AGREEMENTS WHEN I_____

_____

I AM ON TIME WHEN I_____

_____

I KEEP MY HANDS TO MYSELF WHEN I_____

_____

I DON'T CHEW GUM OR EAT WHEN_____

_____

I FOLLOW DIRECTIONS WHEN_____

_____

I BRING ONLY MYSELF WHEN I_____

_____

I DON'T TEASE WHEN I_____

_____

I RAISE MY HAND TO SPEAK WHEN I_____

_____

NAME_____

KEEPING AGREEMENTS -- BREAKING AGREEMENTS

THERE ARE MANY CONSEQUENCES OF KEEPING OR BREAKING AGREEMENTS.

LIST SOME OF THE CONSEQUENCES OF BREAKING AGREEMENTS:

1. _____
2. _____
3. _____

LIST SOME OF THE CONSEQUENCES OF KEEPING AGREEMENTS:

1. _____
2. _____
3. _____

CONSEQUENCES:

PLACE AN X AFTER THE CONSEQUENCES OF BREAKING AGREEMENTS.

PLACE AN O AFTER THE CONSEQUENCES OF KEEPING AGREEMENTS.

RECEIVING PRAISE_____

LOSING FRIENDS_____

FEELING GUILTY_____

GETTING SPANKED_____

RECEIVING A REWARD_____

PEOPLE LIKE TO BE WITH YOU_____

GETTING IN TROUBLE_____

FEELING GOOD ABOUT YOURSELF_____

LOSING PRIVILEGES_____

TEACHER GIVING FREE TIME_____

PEOPLE STAY YOUR FRIENDS_____

LESSON 3

Game Plan

To introduce diaphragmatic breathing and defining acceptance.

Equipment

Picture charts - 1. Judging and accepting (See PL-5)
2. Keeping and breaking agreements chart. (See PL-2)

Instant Replay

Check for folders.

Discuss classroom agreements. Have each student share the agreement on which she/he is working. Discuss feelings which result from broken agreements, that being called on behavior is upsetting, and they will learn a special form of breathing to stay calm.

Play Ball

A. Introduce diaphragmatic breathing. Model first, then repeat with children. (May substitute deep breathing technique from "Self-Control Through Relaxation" lessons.) Remember: keep your mouth closed and breathe through your nose.

1. Lie back on floor. Place both hands lightly on abdomen.
2. Inhale in two steps using diaphragm (abdomen should rise).
3. Exhale in two steps (abdomen should fall).
4. Rest for one count before repeating procedure.

5. Count: 1-inhale; 2-continue inhaling; 3-begin exhaling; 4-complete exhaling; 5-rest.

Discuss 5-step breathing: (1) it helps to control mind and body; (2) control of our mind and body improves our thinking ability; (3) agreements (at school, home, etc.) are kept more easily.

B. To illustrate acceptance - hand an object (book, pen, crayon, ruler, etc.) to a student and tell him to imagine it is anything he wants it to be. As the student hands the object back to you say, "How ugly, how bad, how wrong, how terrible." Again, hand the object to the student and as he hands it back to you say, "How beautiful, how right, how lovely, how nice." Repeat the exchange for a third time saying, "thank you."

Discuss how saying "thank you" is accepting what someone says or does without judging or evaluating.

Wrap Up

Discuss: When someone says something (anything) in our group we will accept what they say without evaluating it. Accepting what a person says without teasing means we are keeping one of our agreements.

Ask students to practice 5-step breathing at home before bedtime.

Check record sheet in folders.

NAME _____

JUDGING -- ACCEPTING

JUDGING MEANS PLACING A VALUE ON SOMETHING, SAYING IT IS GOOD OR BAD, DECIDING HOW YOU FEEL ABOUT IT.

ACCEPTING MEANS TAKING SOMETHING AS IT IS WITHOUT JUDGING IT, MAKING A DECISION ABOUT IT, OR ASKING FOR AN EXPLANATION FOR IT.

TAKE THREE DEEP BREATHS. TRY TO IMAGINE A SITUATION WHERE YOU ARE GIVING A PRESENT TO A FRIEND AND S/HE IS JUDGING IT. HOW DOES THAT MAKE YOU FEEL?

TRY TO IMAGINE THE SAME SITUATION, BUT LET THE FRIEND ACCEPT YOUR PRESENT. HOW MUCH BETTER DOES THAT MAKE YOU FEEL?

LIST SOME SITUATIONS WHERE YOU MIGHT FIND YOURSELF IN A POSITION TO EITHER JUDGE OR ACCEPT AN ACTION OR BEHAVIOR OF SOMEONE ELSE.

1. _____

_____

2. _____

_____

3. _____

_____

WOULD YOU RATHER BE JUDGED OR ACCEPTED BY YOUR FRIENDS AND CLASSMATES?

LESSON 4

Game Plan

To define Pattern and make students aware of Behavior Patterns, both good, bad and neutral.

Equipment

Butcher paper for lists.

Instant Replay

Review 5-step procedure for diaphragmatic breathing.

Check for folders.

Play Ball

A. Definition of Pattern

1. A pattern is something that occurs over and over again.

2. Look around room for patterns (ceiling, student's shirts, carpet or floor pattern).

B. Behavior Patterns (positive, negative, neutral)

1. Some of the ways we act are also patterns. A behavior pattern is something we do over and over again. Sometimes we call these habits. We can have good behavior patterns, bad behavior patterns and neutral behavior patterns. A good pattern is something that helps someone or makes us healthy and happy.

C. 1. Have students generate a list of good behavior patterns. Reinforce them for their positive behavior.

2. Have students generate a list of neutral behavior patterns. Be sure there are no negative consequences to these behaviors.

3. Have students generate a list of bad behavior patterns. Have each student identify at least one that is a pattern in their life. Have students think of a neutral or good pattern they can use to replace their bad pattern.

   Example: Biting nails (bad behavior pattern - unsanitary)
   Leaving nails alone (neutral behavior pattern)
   Trimming and filing nails (good behavior pattern, healthy)

4. If time allows have each student role-play their bad behavior pattern and then the neutral or positive pattern they intend to replace it with. Commend students on their ability to role-play situation and likelihood of success in changing.

Wrap Up

Have students decide whether or not they are willing to really try to change the bad behavior pattern.

Check record sheet in folder.

NAME_____

HABITS

HABITS ARE PATTERNS OF BEHAVIOR THAT YOU DO FREQUENTLY WITHOUT THINKING. THEY ARE AUTOMATIC, REPETITIOUS, AND UNCONSCIOUS.

SOME HABITS THAT MANY PEOPLE HAVE ARE LISTED BELOW. PLACE AN X IN FRONT OF THE ONES THAT YOU HAVE SEEN.

_____THUMBSUCKING

_____BEING POLITE

_____NAILBITING

_____FIDGETING

_____HELPING OTHERS

_____SMOKING

_____COMPLETING WORK

_____RUNNING EVERYWHERE

_____RAISING HAND IN CLASS

_____INTERRUPTING OTHERS WHO ARE TALKING

_____KEEPING YOURSELF CLEAN

_____OVER-EATING

_____PAYING ATTENTION

_____TWIRLING A STRAND OF HAIR

_____BRUSHING TEETH

_____NOT LISTENING

_____LAUGHING AT OTHERS

_____SHOUTING ALL THE TIME

LIST SOME OF YOUR HABITS. MARK THE ONES YOU WANT TO CHANGE WITH AN X.

_____ _____

_____ _____

_____ _____

_____ _____

LESSON 5

Game Plan

To introduce visualization for problem-solving.

Equipment

None

Instant Replay

Review definition of pattern and discuss various behavior patterns.

Check for folders.

Play Ball

Instruct students to: "Close your eyes. We are going to create a special room in our imagination. Listen to my directions and follow them. There are 10 steps.

1. Build a floor for your special room. Choose a material that you like. Notice the color and shape of the floor.

2. Now build the walls and a ceiling. Choose a material that you like. Look at what you have created and get a clear picture of your room.

3. Create a desk. Notice what type of desk it is. Notice its size and shape. Add a chair to sit in at your desk. Make it very comfortable so you can relax when you sit in it. Notice what the inside of your room looks like.

4. Put a telephone on your desk. This special phone will call anywhere in the world free. Hook up this phone to a TV so you are able to see the person you call.

5. Install a special clock that can go forward and backward in time.

6. Hang up a calendar that can go forward and backward in time.

7. Sit down at your desk. Look up across your room and build a stage. While you are sitting at your desk look up at the stage and see yourself standing there.

8. Next, build a very special closet in one corner of your room. Think carefully of all the things you sometimes dream of being in your imagination. Now put all the outfits of these things you imagine in this closet.

9. On the other side of the room install a tape deck system. All the information you will ever need to know is recorded onto the tapes you have in this tape deck system.

10. Last, include a movie screen and movie projector.

Review items 1-10.

Recall the floor, ceiling and other aspects of the room students are using before having students open their eyes.

Wrap Up

Have students share one thing about their room. Stress that no one has a right or wrong room. Whatever they put in their room is okay!

Discuss uses of special room:

1. To relax

2. To solve problems

3. When you need time to be alone, to think things out.

Stress:

1. That it is easier to solve problems when we relax and have a place to go where we can think straight.

2. Their special room will help them to better keep agreements because they are relaxed and calm.

Check record sheet in folders.

SPECIAL ROOM

HAVE THE STUDENTS CREATE SOMETHING FOR THEIR SPECIAL ROOM.

SEE PL-10 FOR SUGGESTIONS.

LESSON 6

Game Plan

To increase awareness that every behavior is followed by a consequence.

Breaking agreements brings negative consequences.

Equipment

Ditto: A-B-C cards (cut into strips, 1 set per student)

Ditto: A-B-C illustration

Instant Replay

Check for folders.

Review objects in special room and how it can help with keeping agreements.

Play Ball

Discuss behavior and consequences:

1. What happens when agreements aren't kept?

Introduce:

1. Antecedents, behavior and consequences (with several simple examples).

2. Relate to agreements.

Example:

Antecedent: Bob asked me to play after school.

Behavior: I said yes and played with him.

Consequence: Homework didn't get finished, I felt bad, Mom got angry.

Students sequence A-B-C cards and discuss differences in consequences when agreements are kept and not kept.

Wrap Up

Ditto: Illustrate a recent A-B-C event in your life. Return A-B-C sheet to next meeting.

Check record sheet in folder.

A-B-C CARDS

Tom talks to me during math worktime.

I answer him. We continue talking.

We don't finish our math, get in trouble, have to stay in at recess

---

Tom talks to me during math worktime.

I whisper "later" and keep working.

My math is finished. I go out to recess.

An older boy calls me a name on the playground.

I punch him. We fight.

We both go to the principal's office.

An older boy calls me a name on the playground.

I laugh and tell him it takes one to know one.

He mutters something and leaves

We have a science test and I have not studied the book.

I look on my neighbor's test.

The teacher catches me, gives me an F and calls home

We have a science test and I have not studied the book

I answer the questions I know and leave the rest blank.

I get a D on the test

A book report is due tomorrow and a good movie is on TV.

I watch the movie, fall asleep, then tell the teacher I had to go somewhere with my family and couldn't finish the report.

I stay after school to write the report and miss my football game.

A book report is due tomorrow and a good movie is on TV.

I finish my book report, then watch the end of the movie.

I get a C on my book report with a note to write more carefully.

NAME: _____

Either draw or write about a recent A-B-C event in your life.

Antecedent:

Behavior:

Consequence:

LESSON 7

Game Plan

To define "Acts" and learn alternative methods of behavior.

Equipment

ACT Cards (see PL12)
ACT Chart (see PL12)

Instant Replay

Check for folders.

Discuss A-B-C events where:
A - the antecedent was an agreement they made
B - the behavior was an agreement they broke
C - the consequence was negative.

Play Ball

A. Define Act

1. An act is what we say and do to get our way. For example, some people cry to get their way.

2. A lot of times an act works so we keep using it. Sometimes we lose friends because people get tired of our act. The person who cries to get his/her way may be losing friends. But he/she has always cried to get his/her way and doesn't know what to do instead.

B. Present Acts

"Pretend that the recess bell just rang and you want to be the first one in line to play handball."

Group leader can either ask for ideas from students or just role-play examples.

Helpless - "Will you save me a place in line? I can't run fast enough."

Stubborn - "I'm going to be first no matter what. I'm not going to let anyone get in front of me."

Know-it-all - "I get to be first because I'm the best."

Dumb-dumb - "I'm not very good so if I go first you can be in really fast. I'll get out quick."

Sad - "Please let me go first. If you let me go first I'll feel better." (crying)

Mad - "You better let me go first if you want to stay in one piece."

Victim (optional) - "I never get to be first. Everybody always cuts in front of me."

C. Activity

1. Select one of the following situations. Hold up an ACT card and have someone role-play using that Act to get their way.

2. Discuss how you react when other people use these acts. (How do you feel about that person?)

3. Have group brainstorm another way to act that won't bother or hurt other people. Have someone role-play that situation.

4. Discuss how acts interfere with agreements.

Wrap Up

Have each student decide which Act they use the most. Be sure they understand how it makes others feel and what they can do instead.

Example Situations

1. The bell just rang after lunch and you want to be first in line.

2. The teacher asked a question in Social Studies. You know the answer and want to get called on.

3. The class is electing a president and you want to be nominated.

4. Your parents are going shopping and you want a new skateboard or new roller skates.

5. It's your night to do the dishes but you don't want to.

6. Your teacher just handed out a ditto with lots of little print. You don't feel like reading it.

Check record sheet in folder.

NAME_____

ACTS AND ALTERNATIVES

ACTS ARE THINGS PEOPLE DO IN ORDER TO GET THEIR OWN WAY. REMEMBER SOME ACTS YOU USED WHEN YOU WERE YOUNGER. DID YOU ALWAYS GET YOUR WAY?_____

WHAT HAPPENED WHEN YOUR ACT DID NOT WORK?_____

WHICH OF THESE ACTS HAVE YOU USED?

_____HELPLESS
_____STUBBORN
_____KNOW-IT-ALL
_____MAD
_____DUMB-DUMB
_____CRY-BABY
_____HURT
_____HARD OF HEARING

WHAT COULD YOU DO INSTEAD?

ACT	ALTERNATIVE
_____	_____
_____	_____
_____	_____
_____	_____

LESSON 8

Game Plan

To increase awareness and differentiate between excuses and reasons and how they affect agreements.

Definition: excuse = what we say to remove us from blame.

reason = what we say that is a fact (because there are no alternatives).

Equipment

Excuses chart
Problem cards

Instant Replay

Check for folders

Review acts and how they affect agreements.

Play Ball

Discuss how we use excuses to:

1. Keep us from being blamed (for breaking an agreement).
2. Justify our behavior.
3. Blame others for being unfair.

Use the following as examples:

1. Agreement: to return library books the day they are due.

   Behavior: Book was left at home.

   Excuse: I wanted to return the book on time but I have a bad memory.

   Outcome: Use excuse for not taking responsibility "I couldn't help it because I have a bad memory.

2. Antecedent: School starts at 8:10.

   Behavior: John arrives at 9:00.

   Excuse: "I wanted to get to school on time but I overslept."

   Consequence: Make up time after school.

   Outcome: Use excuse for not taking responsibility. "I wanted to get to school on time but I overslept because my Mom didn't make sure I was getting dressed."

To differentiate between excuses and reasons use the following outline:

1. Write down the excuse. "I wanted to return the book on time but I have a bad memory."

2. Change the word "BUT" to "AND". "I wanted to return the book on time and I have a bad memory.

3. Check to see if there were other choices (alternatives). (In the above example there were):

   1. Could have written reminder to self.

   2. Could have returned book earlier than due date.

4. If answer #3 has alternatives the excuse stands as that, an excuse.

5. If there are not alternatives to #3 then the "excuse" is not an excuse. It is a reason. (See definition under Game Plan).

Repeat procedure outline using Example #2.

Using the outline, distribute "problem cards" to students and determine whether card is an excuse or reason.

Optional form to be used with students having trouble keeping classroom agreements.

TEACHER FEEDBACK

Name: _____

I am willing to keep the following agreement in the classroom:

_____

_____

(Teacher: Please place a check on one line for each category, if appropriate. Return to counselor with your signature.)

This week _____ kept this agreement:

Every day _____

Most days _____

Some days _____

One day _____

No days _____

These things got in the way of the student keeping his/her agreement:

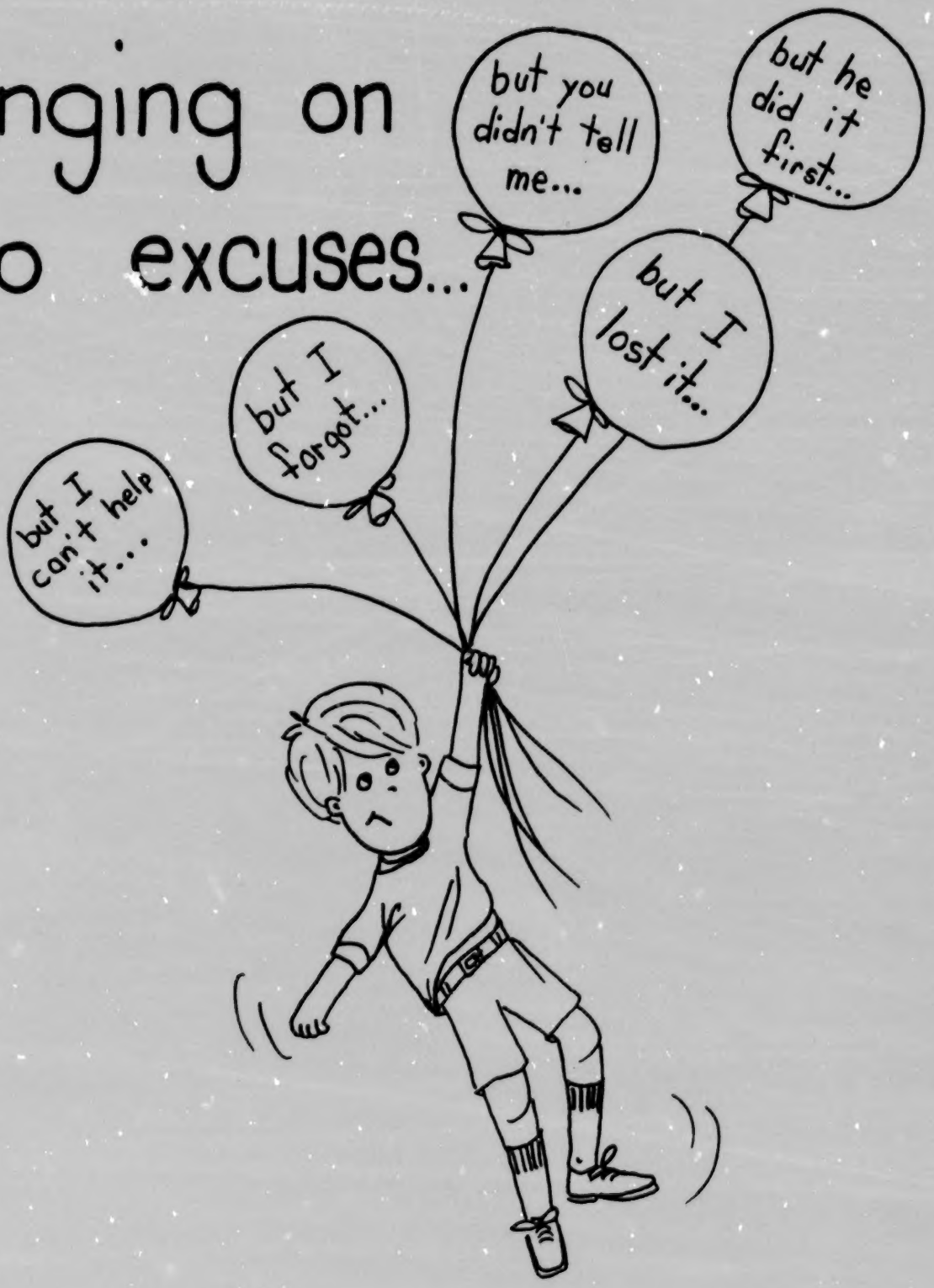
Acts		Patterns	
Sad	____	Forgetting	_____
Mad	_____	Fidgeting	_____
Helpless	_____	Talking	_____
Dumb-dumb	_____	Daydreaming	_____
Stubborn	_____	Not Listening	_____
Know-it-all	_____	Other	_____

The excuse this student gave most often for breaking this agreement was:

_____

Teacher's Signature: _____

Hanging on to excuses...



PROBLEM CARDS

The following cards should be marked on the back with a green dot (excuse).

I wanted to do my homework but a good TV show came on.

I want to finish this math but the answers might be wrong.

I don't like to fight but he called me a name.

I did my homework but I forgot it at home.

I'd like to play football but I don't throw well.

I'm supposed to read this book but it's boring.

==========

The following cards should be marked on the back with a red dot (reason)

I want to drive the car at the amusement part but I'm too short and they won't let me.

I wish I could vote for President but I'm 10 years old.

I want to wear my favorite shirt but it's too small.

I want to fly a plane but I'm too young.

I want to go to my football game but my teacher kept me after school.

I want to lie in the sun but it is raining.

NAME_____

1. THINK OF AN EXCUSE YOU OFTEN USE. WRITE IT DOWN.

   "I WANT TO_____

   BUT I_____."

2. NOW REWRITE YOUR EXCUSE.

   "I WANT TO_____

   AND I_____."

3. DO YOU HAVE ALTERNATIVES?

   YES_____ NO_____

   IF YES, WRITE THEM DOWN.

   1. _____

   2. _____

   3. _____

IF NO, YOUR "EXCUSE" IS NOT A TRUE EXCUSE, IT IS A REASON.

REMEMBER, AN EXCUSE IS WHAT WE SAY TO REMOVE US FROM BEING BLAMED.

A REASON IS WHAT WE SAY THAT IS A FACT BECAUSE THERE ARE NO ALTERNATIVES.

LESSON 9

Game Plan

To increase awareness of trying and how it affects agreements.

Equipment

Chalk and chalkboard
Ditto: mazes
Chart: "Excuses" (see IL8)
Ditto: "Improvement Chart"
Pencils

Instant Replay

Check for folders.

Review difference between reason and excuse.

Play Ball

1. Direct student to <u>try</u> and pick up eraser.
2. If student picks up eraser thank him/her.
3. Repeat #1 until a student struggles without actually picking up eraser.

Discuss:

1. When we try to do something we sometimes succeed.

2. What would occur if eraser was made of heaviest metal in universe.

3. When we try to do something we do not always succeed.

Distribute mazes and pencils.

Instructions:

1. Time limit of 1 minute.

2. Try and do your best.

At the end of 1 minute, ask students why they did not complete the maze. List student's statements (pencil broke, not enough time, etc.).

Discuss emotions they might have if there would be an identical activity tomorrow. Emphasize: When we do not feel successful with any activity, we usually dislike that activity and use excuses to avoid trying to improve our performance. Tell students that the time limit for the maze is actually 5 minutes. Give students 4 more minutes to complete maze. Discuss: Things we repeat become easier for us. (Relate to baby learning to walk.) The difficult part is: (1) not getting stuck in our excuses; (2) trying to improve.

Distribute copies of Improvement ditto.

Directions: Students select one behavior they are willing to work on for improvement (i.e. reading more in a library book - write a tally number of pages read each day or decrease fighting with sisters or brothers - tally number of times you yelled at (or hit) them each day). Dittos are to be returned, completed, in one week.

Check record sheet in folder.

Wrap Up

Have each student decide on a personal area that needs improvement. Urge the students to commit to improving in that area during the coming week. Improvement should be in the form of small sequential accomplishments each day, moving toward the goal for the week. Ask the student to record the accomplishments on the Improvement Chart and bring it to the next group.

BEST COPY AVAILABLE

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ANSWER KEY

I worked to improve _____

_____.

My Accomplishment Each Day

Mon.	Tues.	Wed.	Thurs.	Fri.

hese things got in my way:

_____

_____

_____

LESSON 10

Game Plan

To develop ability to make agreements with self.

Equipment

(Optional: Leader may chart steps 1-4 below)

Ditto: self-agreement

Pencils

Instant Replay

Check for folders

Review ways "trying" helps in keeping agreements.

Play Ball

Discuss: (a) definition of goal (a goal is a new agreement with yourself). (b) how their special room can go with goals they would like to reach.

Discuss: new agreements we make with ourselves must meet certain standards before we can keep those agreements.

New Self Agreement Formula

1. Can I write down what I want to do? Example - my agreement with myself is to be more outgoing in order to have more friends.

2. Am I able to do this? Example - Is it possible for me to keep the agreement to be outgoing?

3. Can I do this on my own? Example - Does being outgoing involve someone else or only me.

4. How will I know I did it - kept this "self" agreement. Example - How can I measure whether I have been more outgoing - perhaps the number of times I participated in class discussions?

If your "self" agreement meets these 4 standards it is an agreement you can keep.

Compare the following agreement to these standards and decide whether or not they would be acceptable to the new "self" agreement formula.

1. I will do my homework. No (#4 - how much homework and when)

2. I will take Sue to the movies on Friday. No (#3 - I can't tell whether or not Sue will go with me to the movies - not in my control.)

3. I will get to school by 8 o'clock on Monday morning. Yes (This is a good "self" agreement)

4. By the time I am twenty, I will invent something that will change the world. No (#3 and #1 - "something" is too vague and I'm not in control of changing the world.)

5. By 3:00 today I will invite Sue to my party. Yes (this "self agreement meets all the standards.)

Wrap Up

Using ditto have each student write a "self" agreement.

Discuss each agreement to be sure it meets the 4 standards.

Check record sheet in folders.

NAME: _____

My new "Self" Agreement is:

_____

_____

_____

_____

_____

_____

Check List

	Yes	No
1. Can I write down what I want to do?	_____	_____
2. Am I able to do this?	_____	_____
3. Can I do this on my own?	_____	_____

4. I will know I did it when _____

_____

_____

_____

LESSON 11

Game Plan

To view ways of checking and keeping "self" agreements.

Equipment

Self Agreement dittos from previous lesson.

Instant Replay

Check for folders.

Ask each student whether or not they kept their new agreement. Share how that was done. (Leader may choose to reward those who kept the agreement with a sticker.) Stress that we need to reward ourselves when we keep agreements.

Play Ball

Review 4 criteria for choosing an acceptable new "self" agreement.

1. Can I write down what I want to do?
2. Am I able to do this?
3. Can I do this on my own?
4. How will I know I have done it?

Discuss: Ways to begin keeping this new "self" agreement. (Relate to New Year's resolutions.)

1. Have a clear idea of the agreement.

2. Be able to imagine yourself keeping the agreement.

3. Plan and do steps toward keeping the agreement (stress small steps and rewarding yourself for keeping agreement at each step).

4. Others noticing and commenting that you have kept the new agreement (changed your behavior).

Wrap Up

"The most important step is believing in your ability to keep the agreement - being able to imagine yourself as you will be as a result of keeping the agreement."

Direct students to close their eyes and picture themselves in their special room with an act or pattern that they want to change, then imagine themselves with a new behavior to replace that act or pattern. After students can clearly see themselves with new behavior as a result of a "self" agreement, they need to plan small steps toward keeping that agreement, e.g. agreement is to be more outgoing - steps could be:

1. Participate in small group activities.

2. Talk to one new person.

3. Join a group at recess or lunch.

4. Participate in class discussions.

Check record sheet in folder.

LESSON 12

Game Plan

To increase awareness of the number of choices you have to make each day and how you have to make the agreement that is best for you.

Equipment

None

Instant Replay

Review steps to checking my "Self" Agreement from IL 11.

Play Ball

"At times we make agreements that we find we can't keep. For instance, you may be in a situation where you have to break one agreement in order to keep another. Has anyone ever made an agreement to play with a friend but if you kept that agreement you won't have time to do your homework and you'll break your agreement with your teacher."

"There's no right or wrong answer to this problem. You have to decide which agreement is most important to you."

"Here's a formula to help you choose which agreement to keep."

Formula

1. State the problem. (What was the problem in example?)

2. What are the choices? (What were choices in example?)

3. What are consequences of breaking and keeping each agreement? (What were consequences in example?)

4. Which agreement is best for you? (What would you decide in example?)

Stress that it is up to the individual to decide for him/herself. There's no absolute right or wrong.

Read "Chris' Morning" to group. After each paragraph ask questions from the formula. Have students answer questions 1-3 and then choose what they would have done in Chris' place.

Wrap Up

Have students think of similar situations they've been in. Apply formula to situations.

Check record sheet in folder.

CHRIS' MORNING

Chris woke the same way he did every school day. His mother shook him and said, "Chris, it's 7:00; time to get up. Your clothes for school are next to your bed." And, as usual, he didn't want to get out from under the warm blankets. Remembering his agreement with his Mom, he got up and started dressing.

In the bathroom he fooled around with his brother rather than getting ready for school. Next, he thought better of it and combed his hair, brushed his teeth and put his P.J.'s in the hamper. He picked up his shoes and walked toward the kitchen. He stopped to put on his shoes. His Mom got angry when he came to breakfast without being totally dressed.

His mother had prepared scrambled eggs. Ugh! Chris hated eggs. Actually, he could forget eating breakfast but then he would starve to death before lunch and his stomach would gurgle and all the kids would laugh! He washed each forkful down with orange juice.

What about finishing his spelling sentences? If he didn't turn it in his teacher would keep him in at recess and he would have to do it then. Missing recess meant no soccer game with the boys. Chris finished his sentences and said goodbye to his Mom. Now the big question!! He hated to walk to school but had lost his lock for his bike, and if he got caught he wouldn't be able to ride a bike to school for two weeks. "Hey, Jenny! Could I lock my bike up with yours at school today?" Good ole Jen.

As Chris rode up to the school, he noticed the clock - one minute until the bell rang and school would begin. He was late. Well, if he forgot about that rule to walk your bike up the sidewalk he could ride and get there sooner. Still, late was late. Might as well play it safe than to be sorry and owe the principal time or sentences.

As he sat down at his desk he saw his teacher passing out lined paper. Oh, no! A surprise spelling test! First word - Sleep! Was that with two e's or an e and an a? Jen would know. She always gets a perfect score on spelling tests. But what if he got caught cheating? That's all his parents needed to hear. He'd be grounded forever. Better do his best - and possibly fail - than to live on his bed!

Finally, LUNCH! As Chris stood first in line the upper grade big shot bully started shoving to get ahead of him. Chris had been through this before with him and lost. "Go to the end of the line", Chris said. "Make me, Shrimp!" Here he was again. Smaller than most of the boys his age and feeling like he wanted to get this kid good. If he started to fight the bully would probably beat him up. If he didn't fight and stand up for himself the kid would always be after him. Well, here goes nothing---

They each were given an opportunity to explain to the principal what occurred. They were also given an opportunity to eat in the principal's office for one week.

LESSON 13

Game Plan

To learn mnemonics to improve memory of what we are accountable for.

Equipment

Ditto for rhyme and imagery mnemonics.

Instant Replay

Review formula from IL12 and it's uses.

Play Ball

"There are tricks we can use to help us remember information. These tricks are called 'mnemonics'. You can use these tricks to help you keep agreements. How many of you forgot to keep the following agreements?

(a) To do your chores (making up bed; brushing teeth; cleaning room; feeding pet)

(b) To bring notices or homework to school.

(c) What time to be at a certain place.

These tricks can help you remember the above agreements."

A. Rhyme and Imagery

1. Before learning the trick ask students to try to memorize this grocery list. Read the list through and then ask students to repeat it back to you (omit numbers when reading).

1. Bread	6. Milk
2. Eggs	7. Tomatoes
3. Mustard	8. Bananas
4. Cheese	9. Butter
5. Flour	10. Onions

Few if any students should be able to remember the whole list. Tell them to forget the list now.

Have students learn the following rhyme:

One is a bun	Six is sticks
Two is a shoe	Seven is heaven
Three is a tree	Eight is a gate
Four is a door	Nine is a line
Five is a hive	Ten is a hen

When students have learned the rhyme instruct them to imagine the following pictures:

"One is a bun and bread. Imagine a bun made out of bread."

"Two is a shoe and eggs. Imagine some broken eggs in a shoe, dripping out of the sole."

"Three is a tree and mustard. Imagine a tree in your backyard with jars of mustard hanging from it."

"Four is a door and cheese. Imagine a door made of swiss cheese with a cheddar cheese door knob."

"Five is a hive and flour. Imagine dumping a bag of flour all over a sticky beehive so all the bees are like dough boys."

"Six is sticks and milk. Imagine putting hollow sticks in your milk to use as a straw."

"Seven is heaven and tomatoes. Imagine being in heaven except instead of white clouds you're walking around on big red tomatoes."

"Eight is a gate and bananas. Imagine a big ape swinging on a gate and eating a whole bunch of bananas."

"Nine is a line and butter. Imagine the yellow line in the middle of the street made up of a row of butter sticks lined up next to each other."

"Ten is a hen and onions. Imagine a group of hens pecking madly at onions while tears stream out of their eyes."

Discuss with group their ability to really imagine the scenes you described. Then ask them to reconstruct the grocery list. Cue them as necessary. If they are able to reconstruct the list in order quiz them on items out of order (i.e. "What is number eight).

2. Next have students create their own list of 6 agreements they are responsible for using ditto. Choose one word to represent each agreement (i.e. "bed" for making bed; "dog" for feeding dog).

   Have students draw a picture to show the picture they imagined.

Wrap Up

Direct students to keep ditto. The following week they will recreate their list.

Check record sheet in folders.

Rhyme and Imagery Mnemonics

One is a bun.

Agreement _____

Two is a shoe.

Agreement _____

Three is a tree.

Agreement _____

Four is a door.

Agreement _____

Five is a hive.

Agreement _____

Six is sticks.

Agreement _____

Dear _____,

The Accountability group that _____ is a member of has been learning memory tricks to help them remember the things for which they are accountable. As part of this lesson each child is responsible for bringing one ingredient to our next group on _____. Every child must remember to bring his/her part in order to prepare the recipe.

Your responsibility in this activity is minimal. Please do not remind your child to bring the ingredient. It should be his/her responsibility alone. If obtaining the ingredient is a problem for you, however, please call and let me know.

Thank you for your cooperation and support.

Sincerely,

Counseling Assistant.

LESSON 14

Game Plan

To teach students time management skills to help them to be accountable.

Equipment

Butcher paper for chart

Time Management Ditto

Instant Replay

Check for folders.

Review rhyme and imagery mnemonics and how they can help us to remember agreements.

Play Ball

A. Purpose

1. "Most of us have been in a situation where we make several agreements and then realize that there may not be enough time to keep all our agreements."

2. "For instance you may agree to go to the store for your mom, to go swimming with your friend and to get all your homework done for the next day. When you get out of school you realize that there isn't enough time to do everything and to keep all your agreements."

3. "Today we're going to learn some special skills to help you manage your time in order to keep all your agreements."

B. Example of Time Management Schedules

1. Create a general schedule that all students follow at school. Students should have an idea of when they do what in school and for how long.

2. Example:

Arrive at school	7:50
Start class	8:00
Morning (Academics)	8:00 -
Reading;Spelling;Math	10:30
Recess	10:30 -
Etc.	10:45

3. Point out to students that a time management list tells three things.
   (a) What you do.
   (b) The order you do things in.
   (c) What time and how long.

C. Making own Time Management List

1. Solicit a volunteer from group who is willing to have the group help them organize their afternoon.

2. On large construction paper list 3 columns:
   Things to Do Order Start and Finish

3. Have student list everything he/she has agreed to do that afternoon (play; homework; snack; dinner; television; shower; bed).

4. In the second column write same items but in the order they will do them.

5. In the third column have student list the time they will start and finish each item.

6. Be sure students think about how much time various activities require.

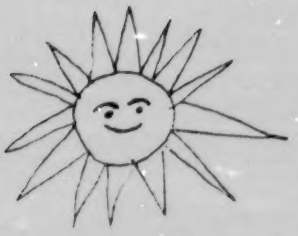
7. Other students can be filling out their own charts at the same time.

Wrap Up

1. Instruct students to follow their schedules that afternoon.
2. Cross off each item when completed.
3. Circle items which took more time than they alloted.
4. Check record sheet in folder.

A Time To Every Purpose

Things To Do	Order	Start and Finish



HOW DO I MANAGE MY TIME AT WORK, SCHOOL AND PLAY?

6:00-7:00 A.M.: _____

7:00-8:00 A.M.: _____

8:00-9:00 A.M.: _____

9:00-10:00 A.M.: _____

10:00-11:00 A.M.: _____

11:00-12:00 A.M.: _____

12:00-1:00 P.M.: _____

1:00-2:00 P.M.: _____

2:00-3:00 P.M.: _____

3:00-4:00 P.M.: _____

4:00-5:00 P.M.: _____

5:00-6:00 P.M.: _____

6:00-7:00 P.M.: _____

7:00-8:00 P.M.: _____

8:00-9:00 P.M.: _____

9:00-10:00 P.M.: _____

LESSON 15

Game Plan

To review past lessons (using specific vocabulary words derived from lessons).

Equipment

Accountability Skills Game Board (PL15)
Dice and Markers
Flashcards
Certificates (PL15)

Instant Replay

Discuss success and failures of Time Management Charts. The following questions can be used as guidelines:

1. Were you able to keep all the agreements by getting everything done?
2. How did you feel when you could cross things off your list?
3. Did you misjudge your time on anything?
4. Did your Time Management List help you?

Check for folders.

Play Ball

A. Tell students they are going to play the Accountability Game. Introduce game board, flash cards and explain procedure.

Place flash cards in the center of the game board. Each student selects a marker and throws dice to determine the starting player. Child with the highest number begins the game; other students follow in clockwise order.

When a student lands on a section marked with a star, they must take a flash card and either tell others its meaning or act it out. When the definition is correct, the student earns another turn. If incorrect, she/he stays at that spot. If a student lands on a space marked with a moon, they automatically take another turn.

B. Use flashcards alone for a review.

Wrap Up

Give Certificates

Check record sheet in folders.

agreement

participate

rule

accountable

judging

accepting

special room	imagine
mnemonics	behavior pattern
good pattern	bad pattern

alternative

self-agreement

try

self-agreement formula

accomplishment

rhyme mnemonics

diaphragmatic breathing

ability

inhale

consequence

exhale

excuse

neutral pattern

antecedent

behavior

164

mad act

sad act

consequence

165

helpless act

know-it-all act

stubborn act

victim act

148

dumb-dumb act

reason

166

167

memory mnemonics

time management schedule

149

CAREER CHALLENGE ● CRITICAL THINKING

CRITICAL THINKING ● BIOFEEDBACK ● SELF CONTROL

ACCOUNTABILITY SKILLS ● SOCIAL SKILLS ● BIOFEEDBACK

Social Skills

ACCOUNTABILITY SKILLS ● RELAXATION

STAFF

PROJECT DIRECTOR
William Benn

PROJECT ADMINISTRATOR
Nancy Richards

PROJECT PSYCHOLOGIST
Debra Krumpholz

CONSULTANTS

Beverly Huff (Previous Project Administrator)
Carolyn Alexander
Martin Baren,M.D.
Debbie Hall
Marie Otto
Linda Reed
Sandra Thomson
Becky Thorn
Ray Thorn
Dan Watson
David Wright

STATE CONSULTANT

Gil Martinez

BOARD OF EDUCATION

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SUPERINTENDENT

A. Stanley Corey

ASSISTANT SUPERINTENDENT

Bruce Givner,Ph.D.

If you have any questions regarding our program, please write or call:

IRVINE UNIFIED SCHOOL DISTRICT
COUNSELING AND GUIDANCE FOR THE HANDICAPPED PROJECT
Woodbridge Instant School
31-B West Yale Loop
Irvine, California 92714
(714) 552-4882

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GUIDANCE OPPORTUNITIES for AFFECTIVE LEARNING

Preface

During the past few years, two major pieces of legislation have been enacted that have had a major impact upon school districts in the state of California. The passage of P.L. 94-142, Education for all Handicapped Children, mandated that handicapped students be placed in the least restrictive alternative. The state of California reacted to the federal legislation by the passage of Assembly Bill 1250 which is the State's Master Plan for Special Education. This piece of legislation implements the federal guidelines maintaining that students with handicaps be placed in the least restrictive alternative. At the local level, the Irvine Unified School District has been implementing the concept of mainstreaming handicapped children into their regular school program since 1973.

Each year the Irvine Unified School District completes a needs assessment regarding the effectiveness of mainstreaming handicapped students into the regular school program. The needs assessment indicated that the staff felt further counseling and guidance services for the handicapped, and staff development activities for support staff and regular classroom teachers, were of the highest priority in meeting the needs of the handicapped students in the regular school program. In response to this need, the district applied for a Comprehensive Counseling and Guidance Program for the Handicapped utilizing the resources of the Elementary and Secondary Education Act, Title IV-C.

To meet the critical needs of the staff, an inservice program for support staff and regular classroom teachers was implemented emphasizing management of the classroom environment for the handicapped student, social/emotional adjustment, and academic achievement. The goals of the Counseling and Guidance Project attempted to increase the self-control, responsibility, social skills, and career skills of handicapped students in a mainstreamed environment.

To meet these needs, the following products were developed:

Counseling and Guidance Handbook	Comprehensive affective education curriculum for K-6 handicapped students' integration into a mainstreamed environment.
Self-Control Through Relaxation	Curriculum for focusing attention and relieving inappropriate tension. 21 lessons provided. Activities include postures, diaphragmatic breathing and visual imagery. Each lesson includes techniques to insure generalization and transfer to classroom academic situations.
Self-Control Through Critical Thinking	Curriculum for teaching problem-solving strategy and impulse control. 17 lessons provided for K-6 level. Techniques include the "Stop, Relax, Think Aloud" strategy; a successive approximation approach to skill development and a problem-solving strategy to be used by students. Each lesson includes techniques for generalization and transfer to classroom academic situation.
Self-Control Through the Use of Biofeedback	A manual describing theory and techniques of biofeedback procedures to enhance the relaxation and critical thinking components. These procedures offer direct physiological evidence of the effectiveness of the Relaxation and Cognitive Behavior Modification strands. Biofeedback provides immediate objectives feedback to a student which s/he can use in conjunction with his/her subjective experiences. This additional feedback facilitates skill acquisition.

Social Skills	Curriculum for developing responsible, assertive behavior, aimed primarily at aggressive and passive students. 18 lessons provided at the primary (K-3) level and 18 lessons at the intermediate (4-6) level. Activities include: receiving and expressing compliments and criticism; discriminating passive, aggressive and assertive behavior, along with extensive use of puppetry and role-playing. Each lesson provides techniques for the successful transfer of new skills to the other situations.
Accountability Skills	Curriculum encouraging students to take responsibility for their behavior. Aimed primarily at students who do not see themselves in control of their own lives. 15 lessons provided at K-3 level and 15 lessons provided at the 4-6 level. Didactic and experiential activities. Each lesson provides techniques for the successful transfer to classroom situations.
Career Challenge-Control of One's Future	Curriculum for enhancing daily living skills. Areas of emphasis include: - a cluster approach to career information - self-awareness - decision-making - consumer competencies 21 lessons provided at the primary (K-3) level and 21 lessons at the intermediate (4-6) level. Primarily aimed at providing students with necessary coping skills in an adult world.
Counseling and Guidance Staff Development Manual	Staff Development procedures outline. Manual can be used by staff who have previously received training themselves to train others. Easy to follow instructions for delivering both didactic and experiential training to insure successful implementation of the curriculum.
Counseling and Guidance Staff In-Service Training Slide Tapes	Six (6) slide-tapes (approximate length is 20 minutes), explaining the key concepts in the six strands and providing lesson demonstrations. To be used in conjunction with the Staff Development Procedures Manual.

Teacher Tips	Suggestions for the teacher to insure the transfer of new skills to the regular classroom.
Counseling and Guidance Abbreviated Curriculum	Curriculum to be used in the regular classroom to maximize the transfer of new skills.
Counseling and Guidance Parent Tips	Suggestions for parents to insure the transfer of new skills to the home environment.
Individualized Educational Program Objectives in Affective Domain	Individualized Educational Program goals and objectives in the social/emotional and vocational/pre-vocational areas, incorporating curriculum and techniques into Individualized Educational Program development.
Career Challenge Test	Multimedia career awareness/self-awareness test for students with processing problems. Keyed to concepts taught in the Career Challenge Curriculum.

SOCIAL SKILLS

Introduction

The Social Skills curriculum was developed to meet the needs of withdrawn/passive students, students needing communication skills, and students needing help in self-awareness and/or expression of feelings. It can also be used to reinforce skills all students require in developing responsibility for their own behavior. In addition, it encourages students to examine their emotions; be aware of their feelings; and, at the same time, recognize how their actions affect others.

The primary emphasis of this strand is on developing awareness of three types of behavior: passive; aggressive; and assertive.

Each lesson contains a goal (Game Plan) for that specific lesson. All materials (Equipment) needed for that particular lesson are also included. In order to obtain continuity, all lessons except Lesson 1 contain a review of the previous lesson (Instant Replay). Following each review is the lesson or activity (Play Ball) and the procedure that follows (Discussion - Activity). In conclusion, there is a summary (Wrap-Up) of the lesson and a transfer to home or school. Lessons are designed for a 30-minute time period and for small groups of six to eight. However, they can be modified for the total classroom.

Yellow paper indicates the Primary Section, blue paper indicates the Intermediate Section, and green paper indicates an activity that could be used with either primary or intermediate students. However, depending upon the children you are working with, section Play Ball (procedures) may be interchanged.

At the first meeting, "agreements" such as No Teasing, Follow Directions, and Everyone Participates should be clarified.

Puppets are a vital part of the program and are designed to be included in every lesson whether specified or not. When using the puppets, each student (and the leader) should practice first with a coach, and then coach each other as they role-play. This allows for more group involvement as well as extra support for the less talkative students. It will also ensure that the Assertive Person puppet is involved in attractive situations when role-playing such as: ice skating; playing football with a Ram; visiting Disneyland, etc.

Sample Feedback Forms that summarize each day's lesson are provided at the end of the strand. These may be used to provide information to parents, to teachers, or for the leader's own recordkeeping.

Table of Contents

LESSONS		PAGE
P-1	Characteristics and Consequences of Passive, Aggressive and Assertive Behaviors	1
I-1	Characteristics and Consequences of Passive, Aggressive and Assertive Behaviors	1
P-2	Discriminating Between Passive, Aggressive and Assertive Behaviors	9
I-2	Discriminating Between Passive, Aggressive and Assertive Behaviors	9
P-3	Developing Assertive Behavior	12
I-3	Developing Assertive Behavior	12
P-4	Assertive Requests	14
I-4	Assertive Requests	16
P-5	Assertive Requests	19
I-5	Assertive Requests	21
P-6	Expressing Positive and Negative Feelings	24
I-6	Expressing Positive and Negative Feelings	28
P-7	Giving and Receiving Compliments	32
I-7	Giving and Receiving Compliments	36
P-8	Recognizing and Accepting Differences In Others	40
I-8	Recognizing and Accepting Differences In Others	44
P-9	Identify and Express Feelings	46
I-9	Identify and Express Feelings	53

P-10 Reinforcing Expression of Feelings 57
I-10 Reinforcing Expression of Feelings 57
P-11 Further Development of Expression of Feelings 61
I-11 Further Development of Expression of Feelings 64
P-12 Listening Skills 66
I-12 Listening Skills 66
P-13 Assertive Refusals 68
I-13 Assertive Refusals 72
P-14 Assertive Refusals 74
I-14 Assertive Refusals 74
P-15 Effectively Dealing with Criticism 77
I-15 Effectively Dealing with Criticism 77
P-16 Responding To Criticism 81
I-16 Responding To Criticism 81
P-17 Understanding Criticism 84
I-17 Understanding Criticism 84
P-18 Accepting Responsibility For Self 87
I-18 Accepting Responsibility For Self 87

SOCIAL SKILLS

CURRICULUM

LESSON 1

Game Plan

To build structure and purpose of group.
To introduce passive, aggressive and assertive behaviors

Equipment

Puppets

Instant Replay

None

Play Ball

A. Discussion

Purpose of group. Include the following:

1. Program is about you as a person.
2. How you are different from others/how you are similar.
3. Growing up assertively (being yourself without hurting others).
4. How to make good decisions.
5. How to stand up for yourself.
6. Finding new ways to be yourself (when you are alone and

B. Activity One

Ask each student to share one thing they would like the group to know about them. You may wish to model this and take your turn first. Make sure that each child is invited to participate.

C. Activity Two -

Introduce Puppets - passive, aggressive, assertive (use the following script as an example)

"First, here is passive Piglet. Often s/he says yes when s/he wants to say no. S/he pretends it's OK for him/herself and others to say or do things s/he really doesn't like. Passive Piglet chooses not to say what s/he wants/doesn't want. This means s/he chooses to allow others to walk all over him/her. When passive people get stepped on they say things like...

"It's not fair"
"Everyone picks on me"
"I never get a turn"

and when passive people decide to speak up or ask for something they often whine, cry, look at the ground or speak in a small, whispery voice.

Now meet aggressive Alligator (Alli). S/he usually chooses passive people to trounce upon. S/he often calls other's names, hits, pushes or "acts tough". These "bullies" many times get into trouble for bothering people. When s/he talks to others or doesn't get what s/he wants, s/he may get angry, clench fists, shout and say thing like ...

"It's your fault"
"Get lost"
"You're going to get it"
"Make me, you creep"

Passive Piglet and aggressive Alli don't always act like this. Sometimes they choose to act in a different way. (If passive Piglet really is upset and angry s/he can act aggressively. When aggressive Alli is fighting with someone bigger than her/himself s/he may choose to act passively).

Now meet assertive Person. (Remember, being assertive means being yourself without hurting others.) S/he chooses to tell others what s/he likes, doesn't like - wants, doesn't want - sometimes s/he chooses to tell others what s/he thinks and feels. When assertive person speaks s/he does so without

hurting others in a calm voice, relaxed way and looks at others while talking to them. Assertive person chooses his/her behavior and is responsible for it. S/he says things like ....

"I feel angry when that happens"
"I need some help"
"I like your new shoes"

The following is an outline of passive/aggressive/assertive behavior characteristics and is offered as an optional teacher aid:

Passive:
whiney
little or no eye contact
head lowered or cast down
few or no "I" statements
beats around the bush by hinting
submissive
sneaky
makes excuses
manipulates
doesn't stand up for self

Aggressive:
loud
demanding
threatening
insulting
calls others names
grabby
pushy
interferes
manipulates
doesn't listen to others
denys others their rights

Assertive:
uses "I" statements
makes eye contact
communicates clearly
knows what s/he needs and wants
reinforces self
firm and polite
is fair and honest
stands up for self

D. Activity Three

Ask students: "Have you ever acted like passive Piglet, aggressive Alligator, or the assertive Person?" Direct students to draw a picture or use words to describe a time they behaved passively, aggressively or assertively. Invite students to

share their experiences. How did they feel in this situation? How did people respond to them?

Wrap Up

Instruct students to observe passive, aggressive, and assertive behavior in others and describe each behavior at the next group meeting.

NAME _____

Piglet Alligator and Me

Find the following words in the puzzle below. Look across, up and down.

whining	bully	nice
fair	shy	mean

---

w h i n i n g a z b m
c y d x e b w f u g e
h n j l k u i s h y a
m i o q s l t r p n n
u c w y x l v f a i r
z e b d f y h g e c a

Use the words from the puzzle to answer these questions.

1. Which are Alligator words?

_____ _____

2. Which are Piglet words?

_____ _____

3. Which are ME words?

_____ _____

NAME _____

Piglet Alligator and Me

Find the following words in the puzzle below. Look up and down, across, and diagonally.

Loud	afraid	stepped on
whining	thoughtful	hurtful
assertive	demanding	direct
bully	shy	

D A C E G I K M L O Q P N A L W J N T F D B
R E T V X Z A C O E G H F S D H B Y H W U S
I J M M O Q S U U W Y X V S T I R P O N L K
Z A S A F R A I D F H H J E K N I G U E D C
L M N O N T U V W B U A Z R Y I X S G R Q P
A F R A I D D C D I R E C T E N F G H I J K
L M S N O P I Q R S T U V I W G X Y T Z A B
C E G H I K M N O Q F R P V N L J B F H F D
S T W X Y A B C G D U H I E G F E Z U Y V U
T E P P E D O N U L T V R S A Z Y L L X W
Q C E G I K M O Q S U T R P N L J H F D L B
J N O P W Y A B E G I H F D C Z X V M L K Y

Piglet, Alligator, and Me

Use the words from the puzzle to answer the following.

1. Which are Alligator behaviors?

_____ _____

_____ _____

2. Which are Piglet behaviors?

_____ _____

_____ _____

3. Which are ME behaviors?

_____ _____

_____ _____

4. What is another
Alligator behavior? _____
Piglet behavior? _____
ME behavior? _____

LESSON 2

Game Plan

To further develop tne concept of "being myself".

Equipment

Paper, felt pens, ditto - Who Am I?

Instant Replay

Review three puppet's behaviors.

Play Ball

A. Discussion

Lead a short discussion on what it is to be "me". Indicate that, "It is fun finding out about me - what I enjoy, what I'm good at, things I'd like to change about me. When I know who I am, I can understand the things I do and the feelings I have. I can make decisions that are good for me and can take care of myself.

B. Activity

Hand out "Who Am I?" ditto. Instruct students to check those statements that are true for them, and, then to draw a picture

of themselves at the bottom of the page. Invite students to share statements and encourage self-disclosure through questions. e.g. What are you doing in this picture? How are you feeling? What do you enjoy doing at home? at school?

Wrap Up

Encourage each student to share something from their paper. Ask students to spend some time thinking about what things they like about themselves.

WHO AM I?

PUT A CHECK MARK NEXT TO THE SENTENCE THAT IS TRUE FOR YOU.

_____ I AM GOOD.	_____ I AM SICK.	_____ I AM HAPPY.
_____ I AM DUMB.	_____ I AM SMART.	_____ I AM SAD.
_____ I AM UNHAPPY.	_____ I AM NICE.	_____ I AM ANGRY.
_____ I AM OKAY.	_____ I AM BAD.	_____ I AM GOOD LOOKING.
_____ I AM HEALTHY.	_____ I AM LONELY.	

MY SELF-PORTRAIT

LESSON 3

Game Plan

To further develop concept of the "assertive" person.

Equipment

Paper and pencils

Instant Replay

Ask each student to share something s/he likes about him/herself.

Play Ball

A. Discussion

Discuss the meaning of being ASSERTIVE.

Assertive means asking other people for what we want in an honest, straightforward way. We don't shout or demand like aggressive Alligator, or whine/cry like passive Piglet. We speak in a normal voice. When we are assertive, we make direct requests (I would like you to play with me. Please show me what to do. Give me a hug.) We also stand up for ourselves and let others know how we are feeling (I don't like that. I feel sad. I am angry.)

How do you know when you are being assertive?
How do you look? (Sit or stand up straight and face the other person.)
How do you sound? (Ask honestly for what you want.)

REMEMBER: We can ask for what we want, but, we won't always get it.

B. Activity

Direct students to complete the sentence "I wish ...." and list 10 things for which they would like to ask. Invite students to share their lists. Ask students to choose one item from their list. Next, role-play asking for this in an assertive way.

Wrap Up

Instruct students to practice asking for things using assertive language.

LESSON 4

Game Plan

To learn to request things in an assertive manner

To differentiate between passive, aggressive and assertive requests.

Equipment

Paper puppet ditto
puppets
crayons
marking pens
scissors
glue or tape
sticks (ruler sized) or paper bags (lunch size)

Instant Replay

Instruct each student to ask for something using assertive language.

Play Ball

A. Discussion

What would passive Piglet say if someone bothered him/her in class?

What would aggressive Alli say if someone bothered him/her in class?

What would assertive Person say if someone bothered him/her in class?

(Use puppets to model and differentiate the three styles of requests).

Go over consequences of each type of request (see Section E, Intermediate Lesson 4).

Using puppets review passive, aggressive and assertive ways to make requests. (See Lesson 1 for characteristics)

Passive:	Doesn't ask for things directly, hints around, whines.
Aggressive:	Uses force, physical or verbal - loud threatening voice.
Assertive:	Asks directly, firmly Looks at the person s/he is speaking to Respects others rights Says please and thank you.

B. Activity One

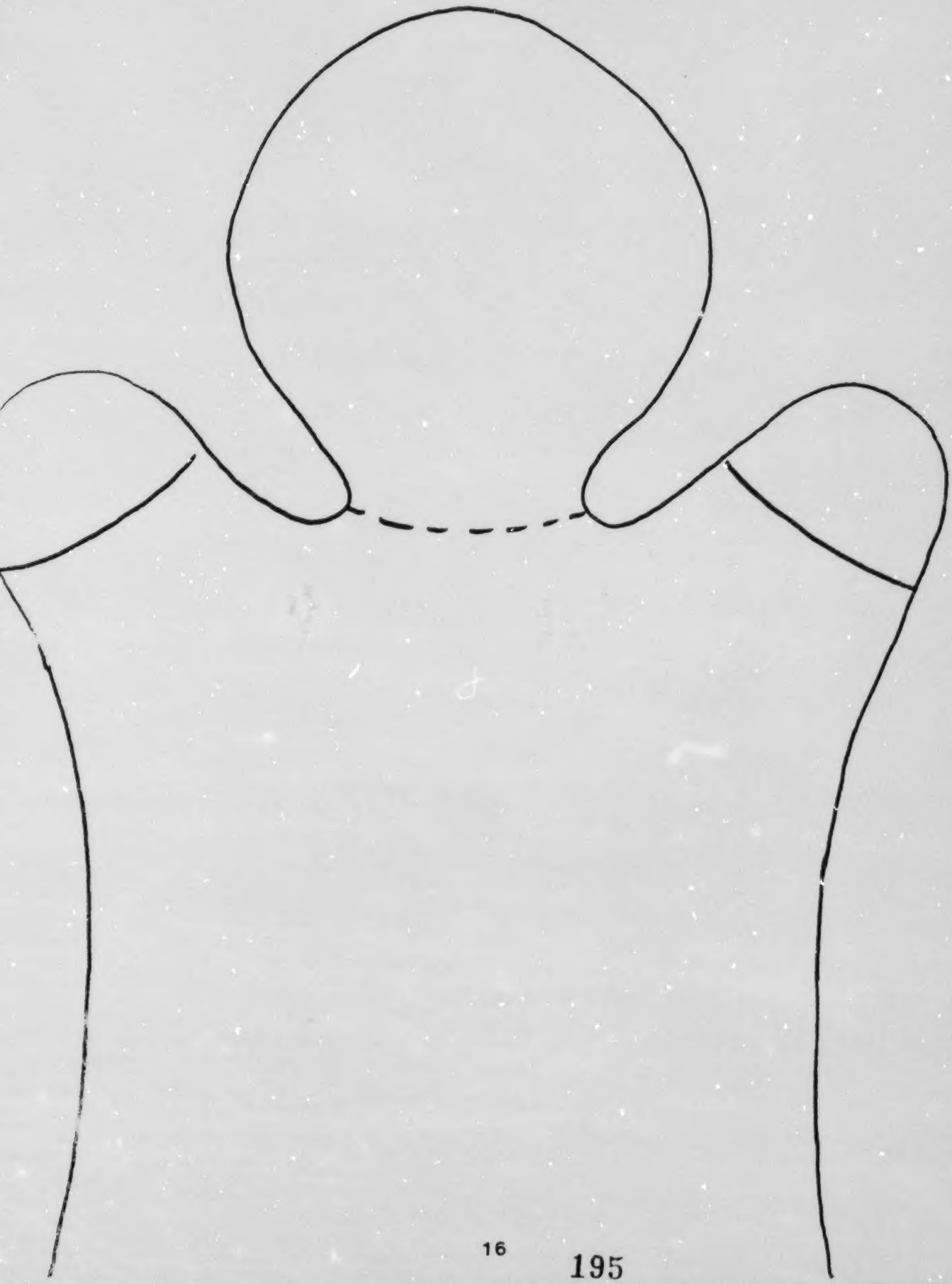
Make stick puppets of passive, aggressive and assertive characters. Use in future lessons.

C. Activity Two

Make paper bag puppets.

Wrap Up

Before leaving group have each student use puppets to demonstrate passive, aggressive and assertive behaviors.



LESSON 4

Game Plan

To learn to request things in an assertive manner.

To differentiate between passive, aggressive and assertive requests.

Equipment

None

Instant Replay

Instruct each student to ask for something using assertive language.

Play Ball

A. Discussion

A student is working at his desk. The person next to him/her makes disturbing noises and the student cannot concentrate.

Brainstorm solutions to the problem and list on board what students would say to person making noise. Encourage and include passive, aggressive and assertive remarks.

Define making a request as asking for what we want - and that it is okay to ask for things. Discuss:

How some people will do what you ask.
How others will not do what you want.
The important thing is that you ask.

List passive/aggressive/assertive behaviors used in making a request:

Passive: Doesn't ask directly
Hints around
Whines and looks for pity.

Aggressive: Uses physical/verbal force
Shouts or yells
Demands rather than asks

Assertive: Uses "I" messages
Doesn't blame anyone
Says what he means without hurting others

Discuss consequences of passive/aggressive/assertive requests:

Passive: Never gets what is wanted because s/he never asks directly and people don't read minds.

Aggressive: May get what s/he wants but also might get into trouble with people who choose not to have him/her as a friend because sh/he isn't a very agreeable person.

Assertive: May get what s/he wants without hurting others - gets to feel good about self.

B. Activity

Using the following situations, role-play passive, aggressive and assertive ways of making requests:

1. You realize the store clerk gave you incorrect change and owes you more money.
2. The score at the noon basketball game is tied and the playground aide/teacher says it's time to put the equipment away.
3. You feel the teacher has placed you in the wrong reading book.
4. There is an error on your report card.
5. You want to stay up past your bedtime.

Wrap Up

Before leaving group have students take turns modeling passive, aggressive and assertive behaviors.

LESSON 5

Game Plan

To develop ability to make assertive requests.

Equipment

Popcorn or trail mix - enough for about two bites per child.

Instant Replay

Ask who can demonstrate how to ask for things in a straight and direct way.

Play Ball

A. Discussion

Last time we talked about the different ways to make requests. What are the ways to make a request?

We also found out that sometimes requests get you what you want, and other times they do not. That's because we cannot control what other people do. We can give our best effort to get what we want. What can you do when you make a request and no matter how hard you ask the person will not do what you want?

Write "self-reinforcement" on the board.

This means we can reinforce or praise ourselves. Another way to say it is to say something good about ourselves. When you think about it, wouldn't you agree that we usually wait for people to tell us good things instead of telling ourselves? An important time to use self-reinforcement is after we've made a request and the person to whom we have made the request turns us down.

Can anyone think how that would be done?

One of the ways is to say something like, "At least I tried. Maybe next time it will work.

B. Activity

We are going to practice asking for something assertively with food.

Have children demonstrate that they can make assertive requests by asking for a piece of food. Give them the food only when it is assertively asked for. Example: "I would like ..... (use assertive puppet).

Wrap Up

Think about something that you requested that was turned down by your parents. Give us an example.

Next time, assertively ask your parents for something that was turned down, or make a request assertively about something else. (Remind students that there is no guarantee their requests will be granted.)

LESSON 5

Game Plan

To develop ability to make assertive requests.

Equipment

Task Cards

Instant Replay

Ask who can demonstrate how to ask for things in a straight and direct way.

Play Ball

A. Discussion

Last time we talked about the different ways to make requests. What are the ways to make a request?

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Can anyone think how that would be done?

One of the ways is to say something like, "At least I tried. Maybe next time it will work".

B. Activity

Using sample situations on task cards, have the children demonstrate making assertive requests.

Directions: Place the cards face down in the center of the group. Taking turns instruct each child to:

- pick a card and read the situation
- role play the situation making assertive requests.
- ask: How would passive Piglet or aggressive Alligator respond?

How does it feel making assertive requests? You can feel good about yourself, asking for something you want.

Wrap Up

Think about something that you requested that was turned down by your parents. Give us an example.

Next time, assertively ask your parents for something that was turned down, or make a request assertively about something else. (Remind students that there is no guarantee their requests will be granted.)

TASK CARDS

You took a permission slip home to your parents for a field trip. They have not signed it. What can you say to them?	Somebody starts calling you names.
Your friends will not play with you at recess.	On a day you missed school, a homework assignment was due and you want to turn it in now. What can you say to the teacher.
You are back to school after being sick and have forgotten a written excuse. Your parent(s) don't like to be called at work. What can you say to the teacher?	Your teacher didn't choose you for a game; and, you really want to participate.
You're doing a group project; and, not all of the group members are doing their part. What do you do about it? What else could you do?	You get the wrong change back from a store clerk but don't notice until you have left the counter. What do you do?
You are having trouble in math and would like your parents to help. What do you say to them?	A classmate has borrowed a pencil, and it has not been returned. What do you say?

LESSON 6

Game Plan

To develop understanding of positive and negative communication.

Equipment

Puppets, board and chalk.

Instant Replay

Share how students assertively asked their parents for something that was previously turned down. What was the result?

Play Ball

A. Discussion

Explain that communication can be of a positive or negative nature according to:

a. what you say, and/or
b. how you say it.

Demonstrate how the same thing can be said in either a positive or negative way.

Write on the board: Negative - can't, never, not, should, don't.

Positive - appreciate, can, will, would, like, please.

Sometimes when people talk to us, the words they use can make us feel good.

Example: "You did a wonderful job."

These kinds of statements are positive.

Sometimes people say things to us and we feel badly.

Example: "You never do that right."

Another reason a statement can make us feel badly is due to how something is said,

Example: "What a jacket" (to be said in a negative critical tone).

B. Activity One

I am going to read some statements to you. Tell me which are positive, good feeling statements and which are negative feeling statements.

"You never help me with my homework." (negative)
"I would really like you to help me with my homework." (positive)
"You don't play fair." (negative)
"I would like it if you played by the rules." (positive)
"You should be on time when you come." (negative)

As you heard from listening to those sentences, there are certain words that sound negative. Some of the words are never, can't, not, should, don't. How do these words make us feel? When we use them, they can make the other person feel sad; and, soon both people feel sad.

I am going to read the same statements, and you give me a negative response.

Example: "You never help me with my homework." (Children may include argumentative statements like, "I do so!" or counter attaching statements such as, "You never ask me!")
"You don't play fair."
"You should be on time when you visit."
"I won't go with you."
(include other statements that apply).

NAME_____

POSITIVE AND NEGATIVE

WAYS TO TALK

SOME WORDS MAKE OTHER PEOPLE UPSET. OTHER WORDS MAKE PEOPLE FEEL HAPPY. DRAW A HAPPY FACE IN THE CIRCLE BESIDE THE POSITIVE SENTENCE. DRAW A FROWN IN THE CIRCLE BESIDE THE NEGATIVE SENTENCE.

YOU WANT A PIECE OF

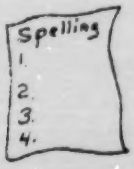
MOM, YOU SHOULD GIVE ME SOME CAKE. ○

MAY I PLEASE HAVE SOME CAKE? ○

YOU WANT TO PLAY

I WOULD LIKE TO PLAY BALL WITH YOU. ○

YOU NEVER LET ME PLAY! ○

YOU NEED TO DO YOUR 

I CAN'T SPELL THESE WORDS. ○

WOULD YOU PLEASE HELP ME LEARN MY WORDS? ○

LESSON 6

Game Plan

To develop understanding of positive and negative communication.

Equipment

Puppets, board and chalk

Instant Replay

Share how students assertively asked their parents for something that was previously turned down. What was the result?

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I am going to read the same statements, and you give me a negative response.

Example: "You never help me with my homework." (Children may include argumentative statements like, "I do so!" or counter attacking statements such as, "You never ask me!")
"You don't play fair."
"You should be on time when you visit."
"I won't go with you."
(include other statements that apply)

C. Activity Two

Divide children into small groups. Each of the groups has a stack of index cards in the middle of the table. On each card are printed a series of "positive" and "negative" words.

Example: Positive - enjoy, like, support, appreciate, can, will, would like, please

Negative - never, can't, not, should, don't, won't stop, no.

Ask each child to choose a negative card and make up a sentence using this word. Now ask the student to re-state this in a positive way. Next, each child selects a positive card and makes up a sentence using this word. How does it feel to use and/or hear a negative word? Does it feel differently to use and/or hear a positive word?

Wrap Up

Listen for negative communication and positive communication. How do you think the people involved are feeling?

COMMUNICATION CAN BE POSITIVE AND MAKE PEOPLE SMILE.

COMMUNICATION CAN ALSO BE NEGATIVE AND MAKE PEOPLE UNHAPPY OR MAD.

GIVE SOME EXAMPLES OF BOTH KINDS OF COMMUNICATION.

POSITIVE:

_____

_____

_____

NEGATIVE:

_____

_____

_____

WHICH KIND OF COMMUNICATION WOULD YOU RATHER HEAR?_____

NAME_____

LESSON 7

Game Plan

To develop ability to give and receive compliments

Equipment

Puppets, chart paper, pens, paper

Instant Replay

Have each child share a positive and negative feeling statement

Play Ball

A. Discussion

Compliments:

- What is a compliment?

  A compliment is like receiving something special from a friend.

- What happens when a compliment is given?

  When you accept the compliment warmly, you compliment the person giving it to you, so the person who gives the compliment and the person who receives the compliment feel good.

- What is flattery?

  Flattery is not a compliment - it is given when the giver is looking for something in return.

- How do we show appreciation when someone gives us a compliment?

  Say, "Thank you, that was really nice of you."

Brainstorm and list on the board positive words and phrases to say about people.

Preparing for Compliments:

When you receive a compliment - don't feel obligated to give the person something in return.

When you give a compliment - don't expect the person to give you something in return.

Only good and warm feelings go with compliments - NOT favors!

After you have received the compliment:

Feel good all over.

Look up, open your eyes, stand (sit) up straight and smile.

Thank the person for the compliment.

Soak up the compliment like a gigantic sponge and let your entire body feel happy.

Now, think about how good, warm, and happy you feel - think about it again and often.

B. Activity One -

Have students sit in a circle with one student sitting in the center.

Taking turns with the assertive person puppet, each student compliments student sitting in the center. (May use list on board as reference.)

Student in the center should allow compliment to "sink in" and say nothing.

After everyone has given the student in the center a compliment, she/he says "Thank you" to the group.

Repeat with each person taking their turn in the center.

C. Activity Two -

Put names of all the students in a box.

Draw out name.

Have the rest of the students say positive things about that person.

Wrap Up

Discuss how people sometimes act when given a compliment--

- Nervous, turn red, blush?
- As if nothing was said?
- Look at the person and smile?
- Say, "Thank you?"
- Return the compliment?
- Deny the compliment?
- Give yourself another compliment?
- Look down or away - off somewhere in space.

Which of these ways would Passive Piglet, Aggressive Alli, and Assertive Person behave?

How do you feel and what do you think when someone gives you a compliment?

- Wonder, "Now what am I going to say?"
- Think about how good you feel?
- Think it isn't true.
- Feel that s/he wants something from you.
- Think that if the person really knew you, s/he probably would change his/her mind.

- Feel like giggling.
- Feel good.

Give yourself a compliment each day!

LESSON 7

Game Plan

To develop ability to give and receive compliments

Equipment

Pencils
Paper

Instant Replay

Have each student share a positive and negative feeling statement

Play Ball

A. Discussion

Compliments:

- What is a compliment?

  A compliment is like receiving something special from a friend.

- What happens when a compliment is given?

  When you accept the compliment warmly, you compliment the person giving it to you, so the person who gives the compliment and the person who receives the compliment feel good.

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Only good and warm feelings go with compliments - NOT Favors!

After you have received the compliment:

Feel good all over.

Look up, open your eyes, stand (sit) up straight and smile.

Thank the person for the compliment.

Soak up the compliment like a gigantic sponge and let your entire body feel happy.

Now, think about how good, warm, and happy you feel - think about it again and often.

B. Activity One -

Give a compliment to the person on your right. Next, give a compliment to the person on your left.

C. Activity Two -

Write the names of two important people in your life on the top of a piece of paper.

Under each name, write three things you like about them.

Write sentences complimenting them (or verbally state compliments) using the list under their names.

Wrap Up

Discuss the importance of sharing compliments with the people closest to you.

NAME _____

COMPLIMENTS

WHEN SOMEONE GIVES ME A COMPLIMENT I:

		YES	NO
1.	FEEL GUILTY.	____	____
2.	THINK THE PERSON IS LYING.	____	____
3.	FEEL SILLY.	____	____
4.	WONDER WHAT THEY WANT FROM ME.	____	____
5.	FEEL HAPPY.	____	____
6.	FEEL WARM AND CLOSE TO THE PERSON.	____	____
7.	WONDER WHAT TO SAY.	____	____
8.	OTHER_____	____	____
	_____		

PUT A STAR (★) BY THE "ASSERTIVE" FEELINGS.

PUT AN "X" BY THE "MONSTER" FEELINGS.

PUT A CIRCLE (O) BY THE "MOUSY" FEELINGS.

LESSON 8

Game Plan

To develop ability to accept differences in others

Equipment

Butcher paper, tagboard, scissors, felt pens

Instant Replay

Ask each child to say the most important compliment that s/he gave herself/himself the day before.

Play Ball

A. Discussion -

Brainstorm and list on the board likenesses and differences of students.

B. Activity One -

Divide group into dyads. Have each dyad take turns outlining his/her partner's body form while lying down on butcher paper.

After each student has been outlined, color in hair, face, clothes, etc. (While the children are coloring, teacher goes to each student and writes on his/her form the following:

1. My head likes to think about_____.
2. My hands like to_____.
3. My stomach likes to eat_____.
4. My mouth smiles when I_____.
5. My ears like to hear_____.
6. My eyes like to look at_____.
7. A favorite place my feet like to go is_____.

Tape images to wall and discuss differences (assist younger students in filling in the blanks about the body parts). Sample questions:

1. How is everyone's picture alike?
2. How is it different?
3. Why does_____like to read and go to baseball games?
4. Can_____and_____be friends even though they are different?
5. Even if you are different from others, are you still OK?
6. Should we pretend to be like others even if we aren't? Why? Why not?

(Throughout the discussion, continue reinforcing the idea that differences are good and we shouldn't be afraid to show others how we are different.)

Each student draws head full size (or larger).

A mirror in the room can help to fill in facial details.

Heads can be cut out and put on a bulletin board.

Discuss differences.

Wrap Up

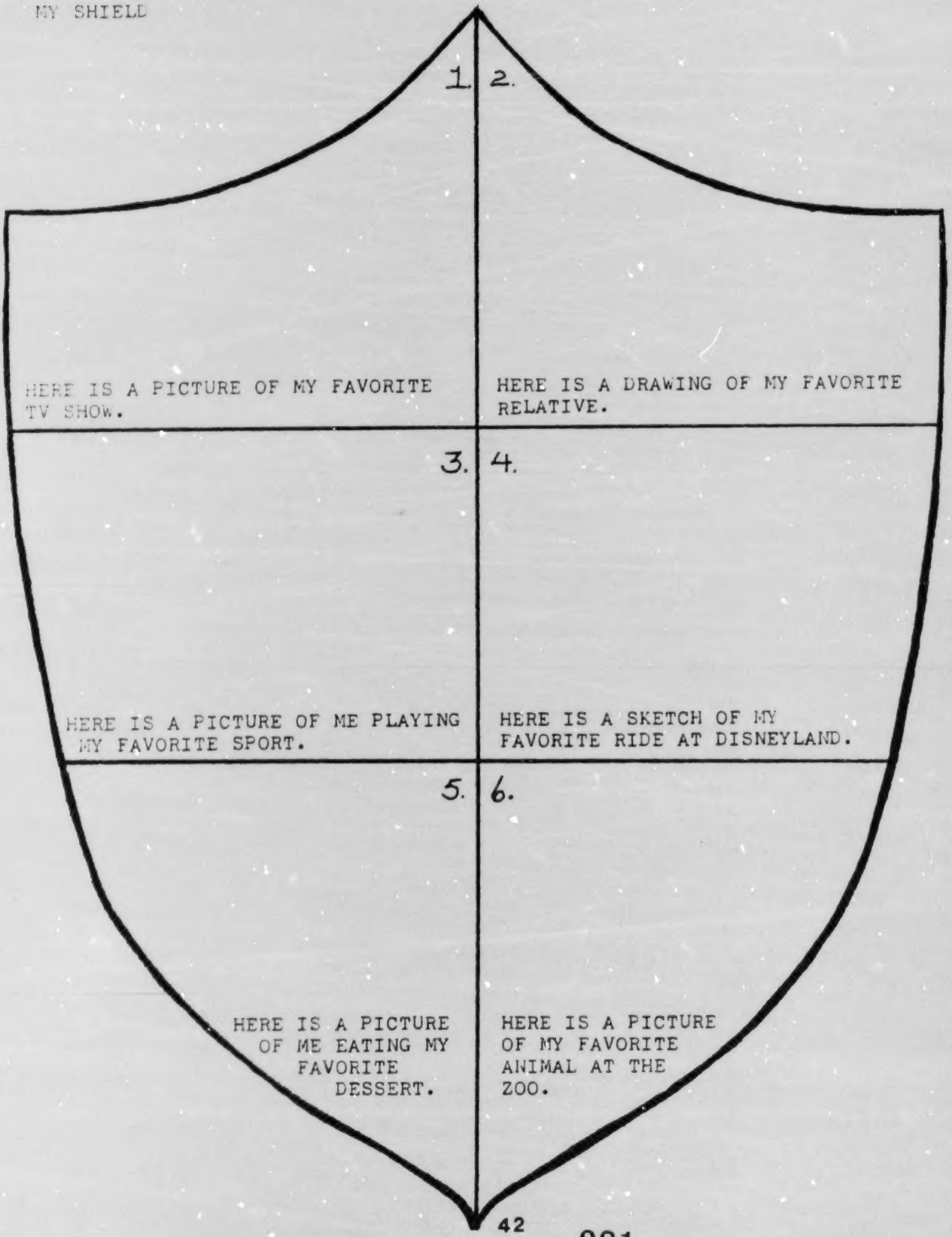
Remember--

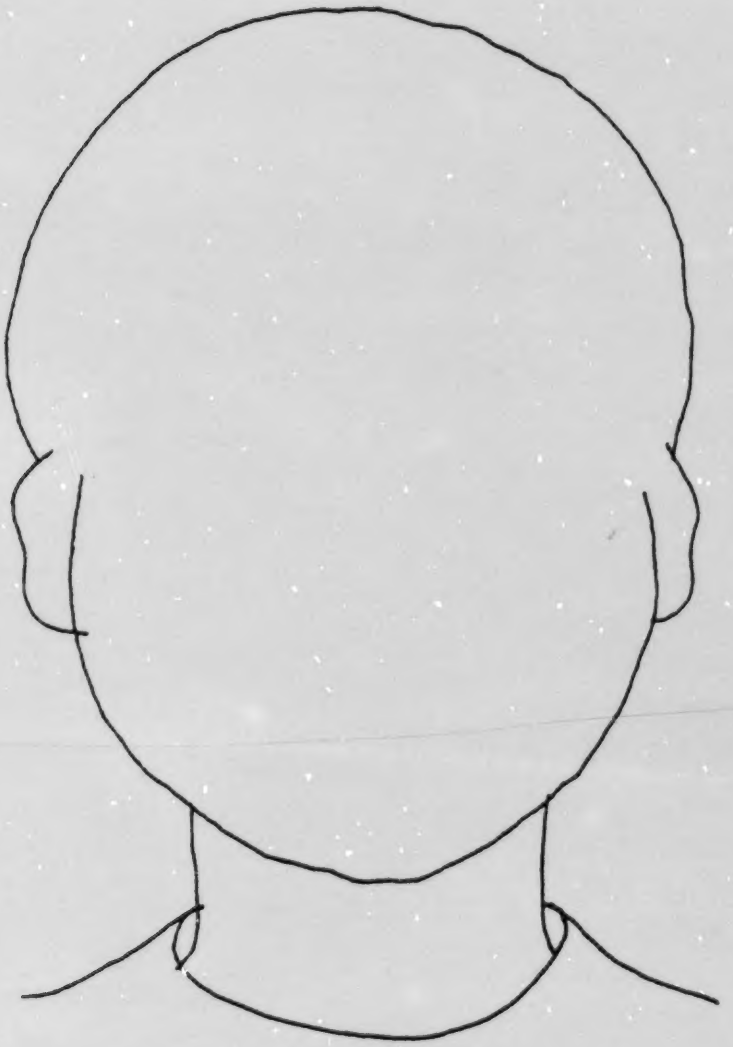
1. Be proud of yourself.
2. It's OK to be different.
3. It's OK to be yourself.

Being yourself means willingness to take charge of your life.

NAME_____

MY SHIELD


1.
2.
HERE IS A PICTURE OF MY FAVORITE TV SHOW.
HERE IS A DRAWING OF MY FAVORITE RELATIVE.
3.
4.
HERE IS A PICTURE OF ME PLAYING MY FAVORITE SPORT.
HERE IS A SKETCH OF MY FAVORITE RIDE AT DISNEYLAND.
5.
6.
HERE IS A PICTURE OF ME EATING MY FAVORITE DESSERT.
HERE IS A PICTURE OF MY FAVORITE ANIMAL AT THE ZOO.



Name _____

LESSON 8

Game Plan

To develop ability to accept differences in others

Equipment

Paper, pens, mirror (available)

Instant Replay

Ask each child to say the most important compliment that s/he gave herself/himself the day before.

Play Ball

A. Discussion -

Brainstorm and list on the board likenesses and differences of students.

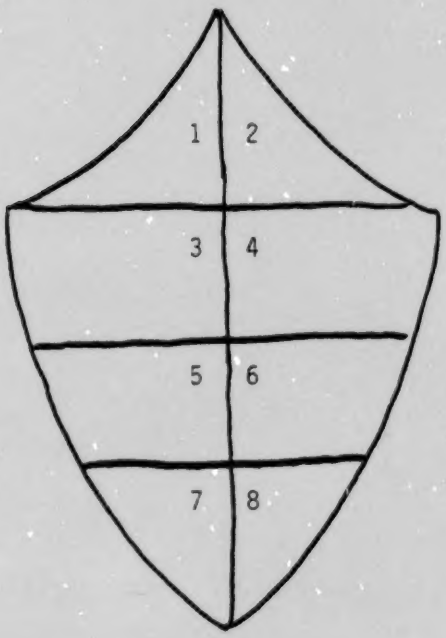
B. Activity One -

Each student draws picture of self. (Mirror available.)

Discuss differences students see between pictures.

C. Activity Two -

Each student draws his/her "Coat of Arms."



1. Favorite Food
2. Favorite Game
3. Favorite Fantasy
4. Place I Feel Safe
5. Somewhere I'd Like To Go
6. Something I Do Well
7. Someone I Admire
8. My Favorite Phrase

Wrap Up

Be proud of yourself. It's OK to be different and be yourself.

Being yourself means that you are willing to take charge of your life.

LESSON 9

Game Plan

To develop ability to identify and express feelings

Equipment

Construction paper, magazines, scissors, paste, pictures of people/faces that express feelings

Instant Replay

Review differences students found between themselves and others

Play Ball

A. Discussion -

Read or tell the story "The Party" (following).

Discuss statements and questions at the end of the story.

THE PARTY

by Kate Pavich

A birthday party! It can be exciting, fun, and scarey. There is so much happening - all the people, bright colors, and jangling noises. Today was just such a day. It was Janie's birthday.

What a special day! Marcia was so excited about going to Janie's party. But, she was also a little scared. She was glad she had been invited, yet, she was worried. Would Janie like her present? Would Marcia know any of the children at the party? What if she spilled something - like her ice cream?! "But parties are so fun," Marcia said out loud. "There are games, and presents, and cake." Oh, Marcia didn't know how to feel. She had butterflies in her stomach but she was happy to be going. Marcia finished tying her hair ribbon. It was time to go. She ran out the door clutching her present tightly.

Kelvin tied his shoes slowly. He was ready to go to the party - but, he didn't want to go. He gazed out the window trying not to notice how his stomach ached. He cleared his throat - it felt so cold and tight. Oh, why did he have to go to the dumb old party anyway? kelvin knew Janie would not like the present he had gotten her, and he probably wouldn't know anyone there. And, what if he spilled something like the last time? He had been so embarrassed. But, they were expecting him and it was time to go. Kelvin sighed. He picked up the present and moved slowly to the door.

Tamiko could hardly wait! She was going to her best friend's birthday party. What fun! She hoped Janie would open her present first. She knew Janie would love it. Tamiko smiled thinking about how happy her friend would be. She hurried to finish dressing. She turned down the lace edge of her socks and buckled her shining new shoes.

Tamiko wanted to get to the party early so she could be the first one to wish her friend "happy birthday." She was ready at last. Her whole body was tingling with excitement. Tamiko scooped up her present and ran quickly out the door.

Discussion Questions:

Marcia, Kelvin, and Tamiko were all going to the same party. Did they all feel the same way about going?

- How did each one feel?
- Did you ever feel like one of these children. Which one?
- What do you think happened next? What did Marcia do at the party? How did she feel? Kelvin? Tamiko?

B. Activity One -

Make Feeling Wheel. On large piece of construction paper, draw wheel with spokes. Fill in with words which describe major feelings (positive or negative) students have had: Example - sad, scared, happy, worried, excited, etc.

Next, draw or paste pictures of faces on feeling wheel which demonstrate these feeling words. If time permits, have each child say which feeling s/he is feeling that day.

Feeling Wheel can be used with all lessons. Hang it on bulletin board. Ask children to place themselves on the wheel each day.

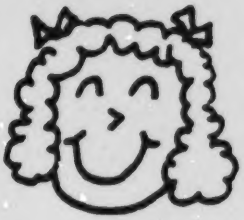
C. Activity Two -

Play card games with feeling words. Duplicate cards to make a set of 32 - 4 of each and laminate. Review feeling words and play games such as Fish or Concentration.

Wrap Up

Instruct students to be aware of their feelings, both positive and negative.

mad



happy

mad

happy

scared

jealous

scared

jealous

excited

sad

excited

sad

glad

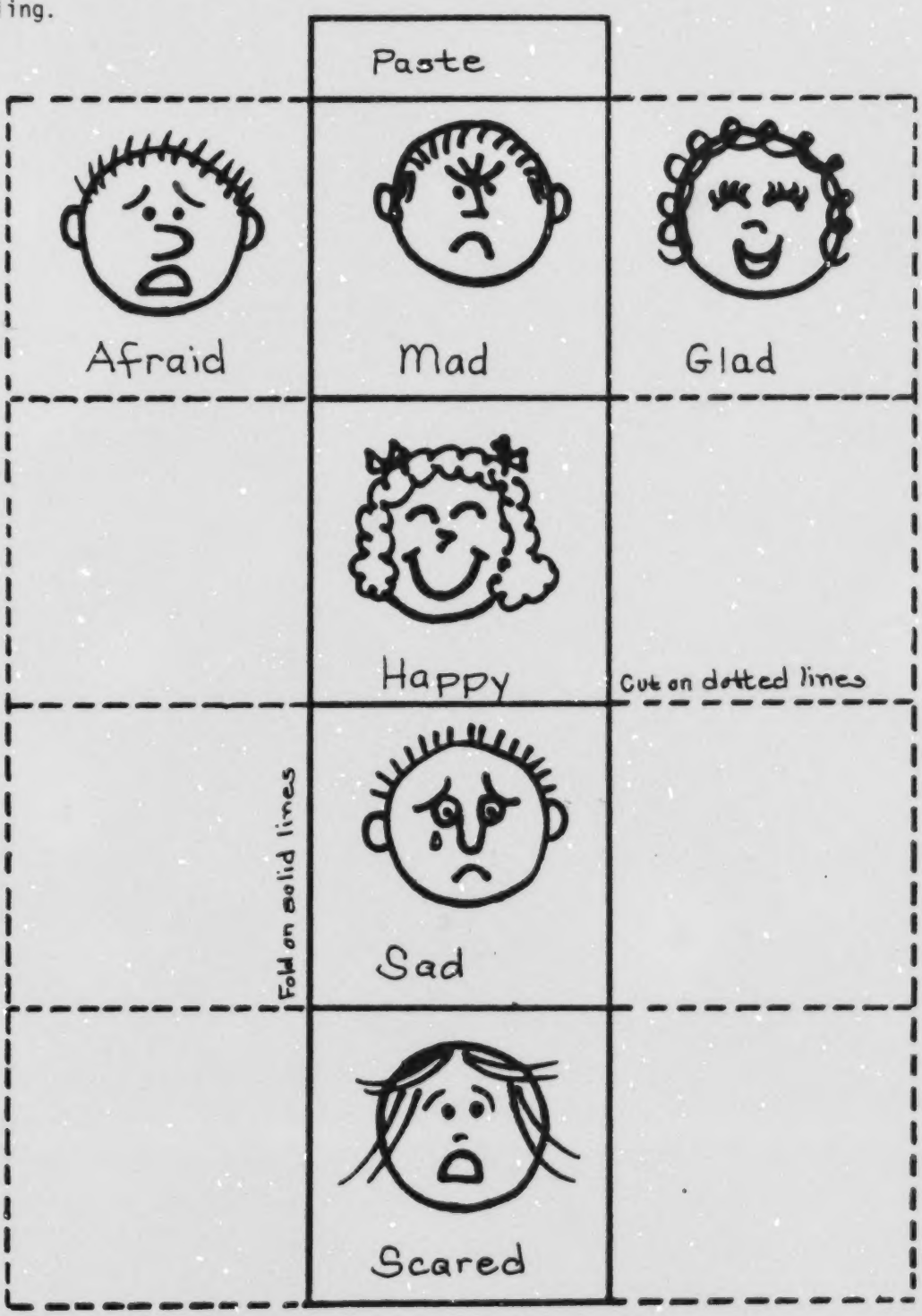
mixed-up

glad

mixed-up

TOSS A FEELING

Use the die pattern below and make a tagboard die. During Toss-A-Feeling circle have each child toss the die, think about the feeling word that lands faceup, and tell about a time when he or she had that feeling.



LESSON 9

Game Plan

To develop ability to identify and express feelings

Equipment

Small box

Instant Replay

Review how students found themselves different from others

Play Ball

A. Discussion -

Brainstorm with students and list on board positive and negative feeling words.

B. Activity One - Feeling Box

Create a series of questions and requests on slips of paper and place them in the Feeling Box. Students will choose one or two and respond to the question or request.

Sample questions and requests:

Unfinished sentences - "My saddest moment was_____."

"My scariest experience happened_____."

"_____makes me mad."

Feeling words and relating experiences - "Excitement" - Tell about a time of great excitement for you. "Frustration" - Tell of a very frustrating time for you.

A given situation and stating a feeling word to describe it - "No one will eat lunch with Bill." How would he feel?

C. Activity Two -

Using feeling word cards, have each student draw a card and act out word on card. Others in the group can guess.

Wrap Up

Instruct students to pay attention to their feelings and feelings that others express.

NAME_____

FEELINGS

1. WRITE FIVE (5) FEELING WORDS THAT DESCRIBE:

GOOD FEELINGS

A. _____

B. _____

C. _____

D. _____

E. _____

2. WRITE FOUR (4) FEELING WORDS THAT DESCRIBE:

BAD FEELINGS

A. _____

B. _____

C. _____

D. _____

E. _____

3. FILL IN THE BLANKS.....

1. I WAS SO SCARED WHEN_____

_____.

2. DURING SUMMER VACATION THE FUNNIEST THING I SAW WAS_____

_____.

3. SOMETIMES I FEEL LONELY WHEN_____

_____

4. MY TEACHER MAKES ME ANGRY WHEN_____

_____.

EXPRESSING FEELINGS

COMPLETE THE FOLLOWING SENTENCES:

MY SADDEST MOMENT WAS _____.

MY LONELIEST TIME WAS _____.

THE MOST EMBARRASSING THING THAT EVER HAPPENED TO ME WAS _____.

THE MOST FRUSTRATING THING THAT EVER HAPPED TO ME WAS _____.

THE MOST EXCITING THING THAT EVER HAPPENED TO ME WAS _____.

THE BEST THING THAT I'VE EXPERIENCED _____.

MY HAPPIEST MOMENT WAS _____.

THE BEST FEELING I'VE EVER HAD CAME WHEN _____.

NAME _____

LESSON 10

Game Plan

To reinforce identification and expression of feelings.

Equipment

Feeling Wheel (Primary)
Liking Myself by Pat Palmer

Instant Replay

Have each student share a feeling s/he noticed that others expressed.

Play Ball

A. Discussion

How are feelings important? Feelings let us know what's happening inside. Feelings tell us how we want to act; they let us know what is important to us; and feelings tell our body what to do. Read: "Feelings" p. 20-24 in Liking Myself. Reinforce concept that emotions tell us what we are feeling inside. They help us to be ourselves. A good way to let people know what you are feeling is to begin sentences with, "I feel..."

B. Activity

Present the situations listed below. Have each student suggest

how s/he might feel. (Primary students use "Feeling Wheel" to describe responses. Intermediate students use Feeling Cards to describe responses.)

Remind students that others may feel differently about the same situation and that's all right.

Situations

A time my friend spread a bad rumor about me.
A time I cheated on a test and didn't get caught.
A time my brother needed help and I helped him.
A time the class was making fun of someone and I joined in.
A time my friend got a new bike and I didn't.
A time I couldn't go out for Halloween because I got sick.
A time I told the truth to my friend and it hurt her feelings.
A time my friends were invited to a party and I wasn't.
A time I saw what happened and didn't say anything to help.
A time I made a good decision.
A time my friend and I fixed something together.
A time I had a fight with my brother and solved it without help.
A time my little brother went away to camp for the first time alone.
A time I had a bad dream after seeing a monster movie.
A time my pants ripped during recess.
A time my teacher blamed me for something someone else did.
A time I needed to make a decision and couldn't.
A time my parents left me alone in the house.
A time I turned my enemy into a friend.
A time my brother (younger) stayed up later than I did.
A time I wanted to hug my father and didn't (or did).

Wrap Up

Practice making "I Feel" statements at school and at home.

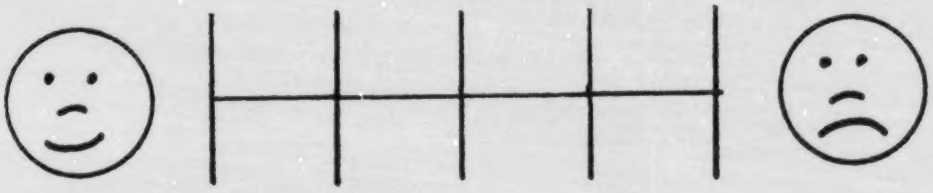
FEELING WORDS

sad	glad	angry	hungry
lonely	happy	furious	cold
scared	cheerful	selfish	fidgety
upset	friendly	quiet	restless
flustered	joyful	jealous	relieved
frustrated	affectionate	mad	excited
forgiving	pleased	irritated	thrilled
impatient	silly	admiring	calm
love	hate	delighted	warm
disappointed	uneasy	enthusiastic	

FEELINGS THERMOMETER

As children meet experiences daily, you cannot be sure how each child will feel about them; you can only guess based on what you see. A Feelings Thermometer can help you and the child become more aware of the feelings. What the children share during the circle will help you discover how daily events in the classroom make them feel. By knowing what incidents lead to unhappiness, you can help the children convert those experiences to happy ones.

Give each child a precut 6" x 16" strip of tagboard or construction paper. Have the children draw on one end a picture of how they look when they are happy. On the other end have them draw a picture of how they look when they are sad. Connect the two faces with a line into five equal parts with crossbars.



In the Feelings Thermometer circle, read aloud situation statements. Some examples are:

When I come to school each morning, I feel. . . . . .

During a spelling test, I feel. . . . . .

When it is time to go home, I feel. . . . . .

Talking in front of the class makes me feel. . . . . .

LESSON 11

Game Plan

To further develop identification and expression of feelings.

Equipment

Construction paper, tongue depressors or rulers, crayons or markers, masking tape, (optional) T.A. for Tots by Freed.

Equipment

Have each student make an "I feel" statement.

Play Ball

A. Discussion

Letting others know how we feel is important. We can do this without blaming or hurting others. When we talk about how we feel ("I am sad." or "I don't like that!") we are helping people understand what is happening inside of us. We don't need to call other people names or make others upset. Just simply say, "I..." ("I'm angry"; "I feel mixed up") not ("You are dumb"; "You make me mad.") Talking about your feelings hurts no one; talking about others can make people upset. A good hint is to always talk about how you feel and why you feel that way. (Optional) read from T. A. for Tots, Chapter 3, "Strokes and Feelings".

B. Activity One

Make Feeling Masks. Pass out paper and crayons. Have each child draw four separate faces depicting basic feelings (e.g. happy, sad, angry, scared). Next draw faces about the size of their own to use as a mask. Tape one face onto each side of ruler or tongue depressor.

C. Activity Two

Present the situations listed below. Have children put appropriate mask in front of their face to show how they would feel in this situation.

A time my friend spread a bad rumor about me.
A time I cheated on a test and didn't get caught.
A time my brother needed help and I helped him.
A time the class was making fun of someone and I joined in.
A time my friend got a new bike and I didn't.
A time I couldn't go out for Halloween because I got sick.
A time I told the truth to my friend and it hurt her feelings.
A time my friends were invited to a party and I wasn't.
A time I saw what happened and didn't say anything to help.
A time I made a good decision.
A time my friend and I fixed something together.
A time I had a fight with my brother and solved it without help.
A time my little brother went away to camp for the first time alone.
A time I had a bad dream after seeing a monster movie.
A time my pants ripped during recess.
A time my teacher blamed me for something someone else did.
A time I needed to make a decision and couldn't.
A time my parents left me alone in the house.
A time I turned my enemy into a friend.
A time my brother (younger) stayed up later than I did.
A time I wanted to hug my father and didn't (or did).

D. Activity Three

Role play the above situations (or brainstorm your own).

E. Activity Four

Two children at a time sit in the middle of group facing each other. Role-play a time when -

- One of you broke the other's new pencil.
- One of you got punished or spanked from your parent.
- One of you has forgotten to return a book to the other person.
- One of you has just lost in a race to the other.
- One of you has gotten in trouble with your teacher for talking.

- One of you says you will not play with the other.
- One of you has gotten hurt by the other, playing ball.

Wrap Up

Let someone know how you are feeling today. Say "I feel..."

LESSON 11

Game Plan

To further develop identification and expression of feelings.

Equipment

T. A. for Tots by Freed (optional)

Instant Replay

Have each student make an "I feel" statement.

Play Ball

A. Discussion

Letting others know how we feel is important. We can do this without blaming or hurting others. When we can talk about how we feel ("I am sad."; or "I don't like that!") we are helping people to understand what is happening inside us. We don't need to call other people names or make people upset. A good hint is to always talk about how we feel and why we feel that way. (Optional) read T.A. for Tots, Chapter 3 on "strokes and feelings".

B. Activity

"I Think" and "I Feel" Game. Divide class into dyads. Students sit facing their partner. Students talk to their partner, beginning each sentence with either, "I think" or "I feel". Take about ten minutes for this activity - 5 minutes for each student. Come back together as a group and share how it felt to start each sentence with "I". Was it difficult at first? Easy? What did you learn about yourself? What is something you learned about your partner? Did you enjoy this activity?

Wrap Up

Let someone know how you are feeling today. Say "I feel..."

LESSON 12

Game Plan

To develop good listening skills

Equipment

Assertive Person puppet

Instant Replay

Have each student express how s/he feels right now.

Play Ball

A. Discussion -

We are going to practice reflective listening. It is like being in someone else's shoes. Many times we seem to listen to the words people say rather than listening to the feelings behind the words. For example - Your mother shouts at you for not letting her know where you were going. Her words tell you that she is angry, but, she is also expressing feelings of concern. She cares about you and so she is upset. When we hear the feelings people are expressing, we understand others and ourselves better.

B. Activity -

We are going to listen to each other. Pay close attention to the feelings that are being expressed. Next, we will "mirror back" exactly what we have heard to see if we are hearing correctly. Each of us will have a turn to listen and have our feelings heard.

"Talker" describes one of the following situations: A time when -

- Someone made me feel special
- Someone wouldn't listen to me
- I was scared
- Something funny happened
- I made someone feel happy
- I got really mad
- I taught myself something
- I was lonely
- I felt proud

"Listener" puts on the Assertive Person puppet and repeats back to the first child what s/he heard.

Discuss -

"Did the 'listener' hear you correctly?" "Do you think your feelings about this situation were heard?" Make sure each child has a turn being 'listener' and 'talker'. Encourage students to use good listening skills.

Clarify - We know a person is listening to us by:

Body posture and position
Voice volume and intonation
Eye contact
Staying on the topic
Reflective listening

Occasionally ask students, "Do you feel that____is listening to you." "How can you tell?"

Wrap Up

Practice listening for "the feelings behind the words", with your parents, teachers, and friends.

Notice what other people do that let you know they are listening to you.

LESSON 13

Game Plan

To develop ability to make assertive refusals

Equipment

Puppets

Instant Replay

Review: How do you know when someone is listening to you?

Play Ball

A. Discussion -

Making an assertive refusal is saying "No" in an assertive way - not a passive or aggressive way.

- Saying "No" is a right you have when you want to be alone or don't want to do something.
- You have the right to say "No" when you are asked to do something you consider wrong or against your beliefs (breaking something on purpose or hurting animals).
- You have the right to say "No" when you don't want to do something (you don't feel like playing at the moment).

- It may not be OK to say "No" if it's about a responsibility or an agreement you've made.

- Remember, how you say "No" is often what really makes the difference. Be sure to treat others the way you want to be treated.

B. Activity One -

Model ways of saying "No" assertively. (Optional - Use assertive person puppet.)

- "No, thank you."
- "I don't care to do that."
- "I'd rather not."
- "No, but thanks for asking."
- "I'm not willing to do that."
- "I don't feel it's right to do that."
- "No, I need/want to be alone now."

C. Activity Two -

Present several situations in which a student wishes to say "No". Model various styles. Sample situations:

- Asked to watch a television show you don't want to see.
- Asked to cheat on a test.
- Asked to steal.
- Asked to loan a favorite toy.

Ask students to generate some situations they have had where they said "No". (List on board.)

Using the situations listed on board, use puppets to model three styles of refusals.

Passive	Aggressive
indirect	loud
unclear	attacks request or requester
manipulative	ignores promises
evasive	
avoids previous commitments	

Assertive

direct
clear
States feelings.
Considerate of other parties' feelings and wishes.
Tries to keep commitments.

Wrap Up

Be aware of when you say "No" and how you say it.

SAYING "NO"

SOMETIMES YOU NEED TO TELL FRIENDS "No" WHEN THEY WANT YOU TO DO SOMETHING THAT YOU DO NOT WANT TO DO.

IT IS NOT ALL RIGHT TO TELL PARENTS OR TEACHERS "No" WHEN THEY ASK YOU TO DO SOMETHING.

PUT "No" WHEN YOU THINK IT IS ALL RIGHT TO SAY THAT.

---

1. A FRIEND WANTS YOU TO PLAY AND IT IS TIME FOR YOU TO GO HOME. _____

2. A BOY IN YOUR CLASS WANTS YOU TO WALK HOME WITH HIM AND YOU HAVE NOT ASKED YOUR MOTHER._____

3. YOUR TEACHER TELLS YOU TO DO YOUR MATH._____

4. A FIREND WANTS YOU TO RIDE ON HER BIKE WITH HER._____

5. SOMEONE WANTS TO GIVE YOU A DOG AT THE STORE._____

NAME_____

LESSON 13

Game Plan

To develop ability to make assertive refusals

Equipment

Puppets

Instant Replay

Review: How do you know when someone is listening to you?

Play Ball

A. Discussion -

Making an assertive refusal is saying "No" in an assertive way - not a passive or aggressive way.

- Saying "No" is a right you have when you want to be alone or don't want to do something.
- You have the right to say "No" when you are asked to do something you consider wrong or against your beliefs. (Breaking something on purpose or hurting animals.)
- You have the right to say "No" when you don't want to do something (You don't feel like playing at the moment.)

- It may not be OK to say "No" if it's about a responsibility or an agreement you've made.

- Remember, how you say "No" is often what really makes the difference. Be sure to treat others the way you want to be treated.

- Discuss saying "No" in varous situations.

  - To parents
  - To friends
  - To teacher
  - To stranger

- Discuss differences in "No" responses. How can you get what you want by the way you say "No"?

B. Activity -

Discuss styles of saying "No". Role-play passive, aggressive, and assertive styles of refusals using the situations listed below.

You are asked to -

- Watch a television show that you don't want to see.

- Cheat on a test.

- Steal.

- Loan your bike.

Discuss -

- Which kind of "No" felt the easiest to receive?
- Which kind felt the most difficult to receive?
- Ask each student which style is easiest for them to use.

Wrap Up

Observe when you say "No" and how you say it.

LESSON 14

Game Plan

To further increase the ability of students to make assertive refusals.

Equipment

Candy or equivalent
Puppets

Instant Replay

Review ways to make assertive refusals.

Play Ball

A. Discussion

- Sometimes you have the right to not want to do things that others might want you to do.
- You have the right to determine how to use your time and space.
- An important part of structuring one's life in this way is the response of refusing other people's requests.

(Note: Teachers should not imply that children should use these refusal techniques with their parents.)

We all do things that we would rather not do. Parents and teachers have lots of rules that we must follow. Sometimes we forget that there is a word "no" which we are allowed to use with friends and other kids.

When we are asked to do something and we say "no", that is called making a refusal.

When are some of the times it's okay to say no?

Example - What if someone wants to copy your answers on a test and you don't want to let him/her do that? What can you do?

- You can refuse by saying, "No, I won't let you use my answers." If they don't stop you can even cover your answers so they can't be seen.

Example - A friend wants to borrow a very expensive skateboard that you haven't even had a chance to try out yet. What can you say?

- You can say, "No, I don't want to lend it out."

B. Activity One

Give each group member a small piece of candy with directions not to eat it until given permission. Try to talk the students into giving up their candy. Reinforce assertive refusals by continuing to ask until you're satisfied with their refusal.

C. Activity Two

Role-play examples listed below of times when it's okay to say "No".

- You're in a grocery store and a friend asks you to steal some gum for him.

- You're on your way home from school and a friend wants you to come by his/her house to see a new model bike and listen to records. You're supposed to go straight home. It's now 3:30 and you are supposed to be home in five minutes. It takes that long from where you are now.

- A friend asks for 10 cents to buy a package of corn nuts. He/she did the same last week and didn't repay you. You don't want to loan the money.

- A boy/girls asks to crowd in front of you in the lunch line.

- Your brother/sister wants to watch television and you are already watching a program and would like to see the end of it. He/she starts to change the channel.

- The teacher accuses you of hitting a fellow student and you didn't do it.

- You have a substitute teacher. A friend wants you to play around and sit in a seat that isn't yours.

- You're at recess. A number of friends want you to play. You don't want to.

- A friend of yours asks to borrow your new skateboard that you got for your birthday.

- A classmate wants to look at your answers to a test.

- You ask the teacher two questions about division which you're having difficulty understanding. You have more questions to ask about it, but the teacher says to try to figure it out yourself.

ADDITIONAL ROLE PLAYING SITUATIONS IN WHICH TO SAY, "NO":

A friend tells you to:

tease someone
break a window
jump in a mud puddle
play a game
run across the street with cars coming
take cookies without asking permission
jump off a high wall
cut in line

Wrap Up

Practice making an assertive refusal with friends or family. Be ready to share it with the group.

LESSON 15

Game Plan

To identify criticism

To be aware of personal reaction to criticism

Equipment

Puppets, Chart paper

Instant Replay

Ask students to share when they made an assertive refusal

Play Ball

A. Discussion - Difference between Fact and Opinion:

FACT: Something we can see; all people know it's true.

OPINION: An idea or feeling about something we see.

- Illustrate:
  - My pants are blue. (Fact)
  - I think they're attractive. (Opinion)
  - The school lunch today is pizza. (Fact)
  - The school's lunch is rotten. (Opinion)
  - The school's lunch is delicious. (Opinion)

- The girl's hair is blonde and curly. (Fact)
- The girl's hair looks terrible. (Opinion)

Remember--

"Killer messages" are opinions, not facts; not everyone agrees on opinions.

B. Activity One -

List on board "killer messages" that children receive from adults and other children.

Examples:

- If your head wasn't attached to your shoulders, you'd lose it.
- Can't you ever remember what the teacher said?
- How could you wear such a dumb outfit?
- Don't you know anything?

Discuss reactions in three areas:

- Physically: sensations of warmth, cold, dizziness, tightness, fast heartbeat
- Emotionally: feelings of anger, embarrassment, sadness, surprise
- Cognitively: is criticism fact or opinion, right or wrong, fair or unfair?

C. Activity Two -

Students role-play with puppets. One puppet gives a "killer message" (opinion) and one gives a statement of fact. Discuss feelings in response to each.

Wrap Up

Be aware of "killer messages" you receive and how you feel. Decide if it's fact or opinion.

NAME_____

Facts About My School

The name of my school is

The address of my school is

_____

The school was built in

_____

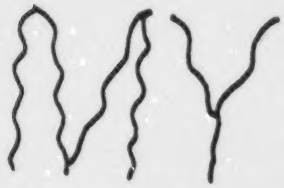
The principal of my school is

My teacher's name is

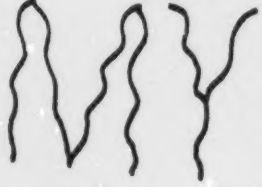
This school is called a

School.

NAME _____



Opinions About



School

The thing I like best about my school is

The thing I dislike about my school is _____

My best friend is _____

I think my class is _____

The school was built because _____

During recess I like to play _____

LESSON 16

Game Plan

To develop ability to respond to criticism.

Equipment

Puppets

Instant Replay

Ask students about criticism received and how they felt.

Play Ball

A. Discussion

- Assertive, aggressive and passive responds to criticism.
- Which puppet gives killer messages
- Which puppet gives "I" messages.
- Which puppet is afraid to give messages?

B. Activity

- Make a list of "killer messages".
- List aggressive, passive and assertive responses to "killer messages"(criticism). (Include verbal and physical responses).
- Role-play with puppets the 3 types of responses to criticism. (Have students decide which puppet the behavior fits.)

- Have students role-play, without puppets. (No killer messages regarding performance allowed.)

- Review assertive ways to handle criticism:

  - Stay calm, controlled and relaxed
  - Ignore (overlook)
  - Imagine a protective shield around you
  - Decide if it's true or not (fact or opinion)
  - Talk positvely to yourself (say something nice)
  - Quietly state "I disagree with you."

Wrap Up

Have each student choose a response to practice and use it next time they are teased or criticized.

NAME_____

WHEN I AM CRITICIZED

I FEEL....	SELDOM	SOMETIMES	ALOT
HURT	_____	_____	_____
NO ONE LOVES ME	_____	_____	_____
EMBARRASSED	_____	_____	_____
GUILTY	_____	_____	_____
REJECTED	_____	_____	_____
LIKE A BAD PERSON	_____	_____	_____
OTHER_____	_____	_____	_____

THIS IS HOW I ACT....			
HIDE	_____	_____	_____
FIGHT	_____	_____	_____
CRY	_____	_____	_____
GET MAD AND TALK BACK	_____	_____	_____
WANT TO CRY AND CAN'T	_____	_____	_____
TRY AND NOT THINK ABOUT IT	_____	_____	_____
OTHER_____	_____	_____	_____

LESSON 17

Game Plan

To develop understanding of why people criticize.

Equipment

Puppets, tape recorder

Instant Replay

Ask if students had any success in responding to criticism.

Play Ball

A. Discussion

- In talking about why people criticize we can only guess their reasons. We are dealing with opinions, not facts.

- Why does aggressive puppet give "killer messages"? Ask students to share their opinions and add the following:

  - People don't always know what they are feeling
  - It is safer to send "killer messages" (it is less risk taking than being honest).
  - "Killer messages" say that it is the other persons problem (rather than admitting it may be ours).

- With "killer messages" we don't have to be responsible for our feelings.
- People don't feel good about themselves (fear saying how they honestly feel - fear being wrong, rejected, or someone yelling/laughing at them).
- People sometimes feel hurt (want to hurt someone in return).
- Something happened that made them angry (instead of saying they were angry they stored it up and sent a "killer message").
- Sometimes when people continue to send "killer messages" it is because we act mousey and let them (without saying we don't like it).

B. Activity One

Brainstorm and list on board "killer messages" students have received or given..

Role-play above situations.

Next, role-play the same situations substituting a "killer message" with an "I feel" statement. (Example: "I feel angry when you don't play fairly.")

C. Activity Two

Record "I feel" statements on tape recorder.

Wrap Up

Review "I" messages. Emphasize that if we criticize, an "I feel" message will bring the best results. A "killer message" will cause problems.

NAME_____

Why People Criticize

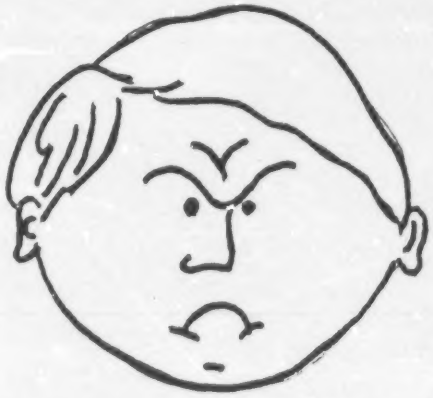
COLOR THE FACES THAT SHOW HOW PEOPLE CAN FEEL WHEN THEY CRITICIZE.

PUT A * BY THE FEELING YOU THINK THEY HAVE THE MOST.

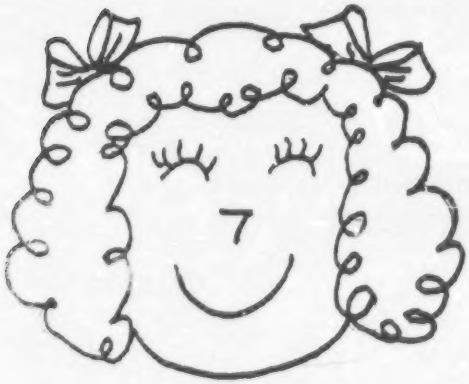
Surprised

scared

Bored



Mad



Happy

Worried

LESSON 18

Game Plan

To accept responsibility for self

Equipment

Puppets, Paper

Instant Replay

Discuss with students how they handled a situation when they were criticized.

Play Ball

A. Discussion -

When I am assertive I (ask for what I want in an honest way), (let others know how I am feeling inside), (take care of myself), (choose what is best for me).

When I am assertive I (accept responsibility for myself), (decide what to wear), (make meals), (clean up after myself), (choose my friends), (work for what I want).

Ask students to describe ways they are responsible at home and school.

B. Activity One -

Direct students to list decisions they would like to make for themselves. Ask: Which one of these could you make now?
Which ones will you have to wait to make?
How could you get permission to make these decisions?
What happens when you make your own decisions?
How do people respond to you?

C. Activity Two -

"Strength bombardment" - Each student sits in a "hot seat" and receives a compliment from every member of the group. When finished, each student closes his/her eyes and recalls all the good things that were said about him/her.

Wrap Up

Review characteristics of assertiveness -

Voice:

Firm
Warm
Clear
Expressive

Facial Expressions:

Direct
Open
Relaxed

Expresses Views and Desires:

Without being obnoxious
Directly
Spontaneously
Honestly
Without reservation
By first evaluating situation

Eye Contact/Body-Facial/Talk/Posture:

Good eye contact
Face matches mood
Relaxed
Uses gestures
Equalizing
Erect
Emphasizing hand gestures
Balances

Attitudes About Self:

Feels good about self and others
True to self-winning/losing not important compared to value of expressing self/choosing for self

Encourage each student to continue practicing being assertive.

Remember - - Being assertive is being able to...

- Take care of yourself.
- Give yourself compliments
- Be yourself!

FEEDBACK FORMS

(Fill out daily on each student)

LESSON 1 NAME _____ DATE _____

PURPOSE: To introduce passive, aggressive and assertive behavior/Passive Piglet, Aggressive Alligator, Assertive Person.

COMMENTS: _____

_____

LESSON 2 NAME _____ DATE _____

PURPOSE: To develop concept of "being myself"

COMMENTS: _____

_____

LESSON 3 NAME _____ DATE _____

PURPOSE: To further develop concept of "assertive person"

COMMENTS: _____

_____

LESSON 4 NAME _____ DATE _____

PURPOSE: To learn to make assertive requests

COMMENTS: _____

_____

LESSON 5 NAME _____ DATE _____

PURPOSE: To learn to make assertive requests

COMMENTS: _____

_____

LESSON 6 NAME _____ DATE _____

PURPOSE: To develop understanding of positive and negative communication

COMMENTS: _____

_____

LESSON 7 NAME _____ DATE _____

PURPOSE: To develop ability to give and receive compliments

COMMENTS: _____

_____

LESSON 8 NAME _____ DATE _____

PURPOSE: To develop ability to accept differences in others

COMMENTS: _____

_____

LESSON 9 NAME _____ DATE _____

PURPOSE: To develop ability to identify and express feelings

COMMENTS: _____

_____

LESSON 10 NAME _____ DATE _____

PURPOSE: To reinforce identification and expression of feelings

COMMENTS: _____

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LESSON 11 NAME _____ DATE _____

PURPOSE: To further develop identification and expression of feelings

COMMENTS: _____

_____

LESSON 12 NAME _____ DATE _____

PURPOSE: To develop good listening skills

COMMENTS: _____

_____

LESSON 13 NAME _____ DATE _____

PURPOSE: To develop ability to make assertive refusals

COMMENTS: _____

_____

LESSON 14 NAME _____ DATE _____

PURPOSE: To further increase the ability to make assertive refusals

COMMENTS: _____

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LESSON 15 NAME _____ DATE _____

PURPOSE: To identify criticism

COMMENTS: _____

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LESSON 16 NAME _____ DATE _____

PURPOSE: To develop ability to respond to criticism

COMMENTS: _____

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LESSON 17 NAME _____ DATE _____

PURPOSE: To develop understanding of why people criticize

COMMENTS: _____

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LESSON 18 NAME _____ DATE _____

PURPOSE: To accept responsibility for self

COMMENTS: _____

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